



2012 - 2014 Academic Catalog



HALIFAX
Community College

LEARNING COMES TO LIFE IN PURSUIT OF EXCELLENCE



100 College Drive
P.O. Drawer 809
Weldon, North Carolina 27890
252-536-HCC1 (4221)
www.halifaxcc.edu

Halifax Community College is an affirmative action, equal opportunity institution and welcomes students and employees without regard to race, color, national origin, religion, sex, age, or disability.

Accreditation

Halifax Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4501] to award the associate degree. The following agencies accredit or approve specific programs:

North Carolina State Board of Community Colleges

North Carolina Board of Nursing

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) 8410

West Bryn Mawr Avenue, Suite 670, Chicago, IL, 60631 (773) 714-8880

American Dental Association

211 E. Chicago Avenue, Chicago, IL, 60611

North Carolina Department of Justice, Criminal Justice Standards Division

North Carolina State Board of Cosmetic Arts

Halifax Community College issues this catalog to furnish prospective students and other interested people with information about the institution and its programs. The information contained in this catalog is correct at the time of printing. Changes in administrative rules, requirements, and regulations may occur during the year.

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DIRECTORY INFORMATION

Halifax Community College is located one mile east of I-95 on Highway 158
(Julian Allsbrook Highway), Weldon, N.C., 27890
252-536-HCC1 (4221)

DIRECTORY OF CORRESPONDENCE

All inquiries will receive prompt attention. Please address to the appropriate
administrative office (see list below) and send to:
Halifax Community College, PO Drawer 809, Weldon, N.C. 27890

FOR MORE INFORMATION ON:

Administrative Affairs
Academic Regulations and Faculty
Admissions
Adult Basic Education
Child Care
Curriculum, Instruction
Employment
Extension Programs
Financial Aid
Fiscal and Business Affairs

Foundation
General Information
High School Equivalency Diploma (GED)
Industry Services

Job Placement
JobLink
Learning Resources Center
Placement Testing
Public Information/Marketing

Registration
Rehabilitation Act
Small Business
Student Services and Activities
The Centre
Transcripts
Veterans' Assistance

WRITE THE OFFICE OF:

President
Dean of Curriculum Programs
Admissions
Director of Literacy Education
Director of Child Care Center
Vice President of Academic Affairs
Personnel
Dean of Continuing Education
Financial Aid
Vice President of Administrative
Services
Executive Director
Dean of Student Services
Director of Literacy Education
Dean of Continuing Education/
Community Services
Dean of Student Services
Manager of JobLink/Satellite
Director of Learning Resources
Testing Coordinator
Vice President of Institutional
Advancement
Dean of Student Services
Dean of Student Services
Director of Small Business Center
Dean of Student Services
Vice President of Institutional Advancement
Registrar
Registrar



MESSAGE FROM THE PRESIDENT

I am pleased that you have chosen to attend Halifax Community College to further your education and continue your lifelong educational pursuits. On behalf of our board of trustees, faculty, staff, and administration, I also want you to know that we will strive to make the pursuit of your educational goals and dreams a reality. As our academic year begins, we look forward to serving more students, business and industry partners, and the citizens of the Roanoke Valley region.

HCC offers more than 40 academic programs that lead to certificates, diplomas and associate degrees. We also offer basic literacy skills, workforce development, human resources development, and a variety of continuing education programs that cater to the interests of our population. HCC continues to serve more than 7,000 students annually in our curriculum and continuing education programs.

HCC is a vibrant and student-oriented institution of higher education that continues to put your learning objectives and goals as the top priority. Our experienced faculty, staff, and administration have the knowledge and expertise to help you achieve success in all of your academic pursuits and to provide guidance in many out-of-class activities.

Student success is also a very important part of our mission at HCC. We have implemented a new Student Success Center to help our students succeed in their academic endeavors. In addition, our Student Support Services program, funded by the U.S. Department of Education, provides additional support for students in the area of advising, counseling, mentoring, tutoring, and cultural enrichment. We continually strive to provide excellent academic support services to maximize student success.

Even in the face of a tough economy, we continue to help individuals in the Roanoke Valley service area attain the skills they need in order to find jobs in the marketplace. Our mission is “to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.”

Halifax Community College is the place where **“Learning Comes to Life in Pursuit of Excellence.”** I look forward to meeting you on campus and at one of our many campus and community activities!

Best wishes,

A handwritten signature in black ink, reading "Ervin V. Griffin Sr."

Dr. Ervin V. Griffin Sr.
President/CEO

12ACADEMIC CALENDAR

FALL SEMESTER 2012 (16 Weeks)

Registration for Fall 2012	July 2 - 3
Purge after 5 p.m.	August 1
New Student Orientation	August 9
Fall Late Registration	August 13 - 14
Classes Begin	August 15
Last Day to Add 8-Week Class	August 20
Last Day to Add 16-Week Class	August 21
Labor Day Holiday (College Closed)	September 3
Classes Resume	September 4
Midterm for 8-Week Classes	September 12
Last Day to Drop 8-Week Class Without Academic Penalty	September 17
Constitution Day Activities (Regular Classes Still Meet)	September 17
8-Week Classes End/Midterm for 16-Week Classes	October 10
Monday Classes Meet	October 10
2nd 8-Week Classes Begin	October 11
Fall Break (Inclement Weather Makeup Days)	October 15 - 16
Classes Resume/Last Day to Drop 16-Week Classes Without Academic Penalty	October 17
Early Registration for Spring 2013 (No Classes)	November 8
Veteran's Day Holiday (College Closed)	November 9
Classes Resume/Registration for Spring Continues by Appointment	November 12
No Classes (Inclement Weather Makeup Days)	November 21
Thanksgiving Holiday (College Closed)	November 22 - 23
Classes Resume	November 26
Last Day to Drop for Any Reason	November 30
16 Week Classes End	December 14
Semester Ends	December 17

SPRING SEMESTER 2013

New Student Orientation	January 3
Spring Late Registration	January 7 - 8
Purge after 5 p.m.	January 8
Classes Begin	January 9
Last Day to Add 8-Week Class	January 14
Last Day to Add 16-Week Class	January 15
Martin Luther King, Jr. Holiday (College Closed)	January 21
Classes Resume	January 22
Monday Classes Meet	January 23
Midterm for 8-Week Classes	February 6
Last Day to Drop 8-Week Class Without Academic Penalty	February 8
8-Week Classes End/Midterm for 16-Week Classes	March 6

Last Day to Drop 16-Week Classes Without Academic Penalty	March 8
Juniors Learning About Careers Day (Regular Classes Still Meet)	March 15
Spring Break	March 29
Easter Monday Holiday	April 1
Spring Break	April 2
Early Registration for Summer and Fall 2013	April 3
Classes Resume (Wednesday Classes Meet)	April 4
Last Day to Drop for Any Reason	May 7
Graduation Rehearsal	May 10
Graduation	May 11

SUMMER SEMESTER 2013

Summer 2013 Late Registration	May 20
Purge After 5 p.m.	May 20
Classes Begin	May 21
Last Day to Add a Class	May 23
Memorial Day Holiday (College Closed)	May 27
Classes Resume (Monday Classes Meet)	May 28
Midterm	June 18
Last Day to Drop Without Academic Penalty	June 20
Independence Day Holiday (College Closed)	July 4
Summer Break	July 5
Last Day for Submission of Drop Forms for Any Reason	July 8
Registration for Fall 2013 (No Classes)	July 17
Classes End	July 19
Grades Due	July 23



General Information

About Halifax Community College (HCC)

Halifax Community College embraces the open-door policy of education for citizens who have the need and desire to learn. The trustees, administration, faculty, and staff are dedicated to advancement through education and are committed to existing programs. However, the institution is constantly searching for new programs, which will fulfill the needs of individuals in a changing society.

The 109-acre campus is located on Highway 158 in Weldon, North Carolina, less than a mile east of Interstate 95. The present campus consists of eight buildings, totaling more than 274,386 square feet. These facilities include an administrative building, library, student center, continuing education center, literacy and science education building, The Centre, allied health/multipurpose building, the Roanoke Valley Early College, a child care center, a small business center, and a fitness center.

Adequate parking is provided with easy access to all college activity areas. Campus security personnel are employed for both day and evening protection. Long-range plans call for the establishment of additional facilities as needs dictate and financial resources become available.

History

In 1967 visionaries in Halifax County recognized the need for a reputable institution to offer educational opportunities and job training for high school graduates and others. The visions and dreams became reality when Halifax County Technical Institute was chartered on September 7, 1967, by the North Carolina General Assembly. Under the terms and provisions of Article 115A of the General Statutes, the educational facility became a public institution of the North Carolina Community College System.

The institution began functioning in February 1968 when its first president, Dr. Phillip W. Taylor, was appointed. Halifax Technical Institute used office space at the Civil Defense Building in Halifax until the property, formerly known as the Colonial Manor Motel on Highway 301, was acquired on July 15, 1968.

In its first year, Halifax County Technical Institute offered classes in practical nursing and masonry programs inherited from Pitt Technical Institute. The institute assumed responsibility for these programs in March 1968. Full-time students in business administration, secretarial science, radio and television service, and automotive mechanics enrolled for the first time in September 1968.

Action by the General Assembly removed Halifax County Technical Institute from the unit status and established it as a chartered institution, governed by a 12-member board. Four trustees were appointed by local school boards, four by the Halifax County Board of Commissioners, and four by the Governor of North Carolina. The roster for that body comprising the Board of Trustees included:

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A. Edwin Akers	C.L. Shoffner
A.D. Haverstock	E.K. Veach, Sr.
J.D. Hines	Doris Cochran
Carl Hoag	Faye J. Twisdale
Robert Metcalfe	C. Kitchen Josey
Watson N. Sherrod	William Thorne

The Board of Trustees is a corporate body with all powers usually conferred upon such bodies to exercise powers necessary for the management and administration of the institute. Since the inception of the institution, programs and facilities have evolved to meet the needs of an expanded and diverse enrollment population. In May 1972 the trustees approved the purchase of a 109-acre tract of land ideally located in the population center of Halifax County. Construction began in 1975 and the institute moved to the new campus in April 1977 where formal dedication ceremonies were held on May 22, 1977. The cost of the facility, including land and buildings, was approximately \$2,356,000 and contained 72,000 gross square feet.

As seen as early as 1973, the trustees, staff, and faculty of Halifax County Technical Institute began to discuss the possibilities and to make plans for adding a two- year college transfer program. The institute had offered a general education program on contract with East Carolina University since 1971. The leadership of the institution recognized the many rewards that would result from establishing a two-year transfer program operated solely by the local institution; thus, the community witnessed the emergence of HCC as a comprehensive community college.

A feasibility study was conducted in 1974. The local trustees, the county board of commissioners, local secondary school units, the state board of community colleges, and the state advisory budget commission approved the move for the establishment of the institute as Halifax Community College.

Local representatives introduced the bill to the 1975 North Carolina legislature and action was approved in June of that year to become effective on July 1, 1976.

The institution moved to its present location in 1977 when Halifax Community College established a new campus in Weldon, on Highway 158. In 1979, 4,000 square feet of vocational classroom space were added to the growing institution.

Another major campus addition was the Technology Development Center (now the Continuing Education Center) completed in 1986. The center housed a large, multipurpose auditorium, spacious bays for industrial training, classrooms, and offices for continuing education staff and the small business center, established in 1985. In 1987 a new student activity center opened, which housed the campus bookstore and a student lounge.

Following the retirement of the founding president, the search committee of the board of trustees appointed Dr. Elton L. Newbern, Jr. as president, effective July 1, 1988. Under his leadership, new facilities and programs were initiated to meet the needs of a rapidly increasing enrollment.

The institution's curriculum enrollment numbered 14 at its inception, but grew rapidly, and the College experienced a 41 percent increase in enrollment in the 1990s. The College celebrated its 25th anniversary in 1993.

During Dr. Elton Newbern's tenure, the College's image was enhanced along with growth of the actual physical plant and its services. As a result of his leadership in the areas of public relations and marketing, Dr. Newbern was honored as the 1993 recipient of the National Council for Marketing and Public Relations' Pacesetter Award.

The HCC Foundation assets showed marked increases and scholarship awards jumped from three named scholarships to more than 50. The purpose of the Foundation is to assist the College in acquiring funds to supplement state and local allocations, and its specific function is to support student scholarship. The College established articulation agreements with area secondary schools and colleges, and Tech Prep and School-to-Work Programs were implemented during Newbern's presidency.

The 1990s reflected the enrollment increase through growth in both program areas and facilities. New curriculum programs were initiated and included accounting, microcomputer systems technology, basic law enforcement technology, phlebotomy, and pulp and paper technology. A statewide reengineering process converted all 58 community colleges within the North Carolina Community College System to a common course library, based upon a semester system. The Child Care Center was established on the campus with first preference for accommodation given to student and faculty parents.

Halifax Community College experienced growth in facilities as well. The Student/ Nursing Education Center was constructed in 1990, the Literacy/Science Education Center was completed in 1994, and the Child Care Center/Classroom Building was constructed in 1996. Today's campus features major additions, including the new student activity complex that combines all of the student services functions into one location. The Student Admissions is headquarters for the admissions office, the campus bookstore, and a student lounge, all under one roof.

The Literacy and Science Education Center, a 25,000 square-foot free-standing addition, houses a learning center for the literacy program, a GED lab, six large classrooms, four science/chemistry labs, and 11 related offices. The center also contains a computer room, a testing room, and large classroom space for lectures.

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A model child care center and teaching facility, plus classrooms for the criminal justice and teacher associate programs, added more than 18,000 square feet of additional classroom space to the campus landscape.

On September 1, 1998, the Halifax Community College Board of Trustees selected a new leader for the College. Dr. Theodore (Ted) H. Gasper, Jr. was appointed as president, following the retirement of his predecessor. During the time of his leadership, the College grew to serve a record number of students. Through an intensive outreach program, citizens in outlying communities of the service area now had access to college services in their own neighborhoods. New programs and projects were initiated to continue to meet the educational needs of the community with improved services and huge technological advances.

In July 2002 the construction began on the Allied Health/Multipurpose Building. The new 80,886 square foot, state-of-the-art, two-story building houses the allied health programs, which include nursing, nursing assistant, licensed practical nursing, and dental hygiene.

In August 2003 the construction began on the new Wellness Center. The Wellness Center, a 6,500 square foot free-standing addition, houses exercise equipment for the basic law enforcement program, floor space for continuing education classes, and exercise classes.

Through advancement in distance learning activities - online instruction and live interactive classes via the North Carolina Information Highway - Halifax Community College is a recognized leader for progress in the Roanoke Valley. The College continues its traditions of quality and service to the citizens of the area and is committed to remaining a pacesetter institution offering service with a personal touch. For our students, HCC is where ***Learning Comes to Life in Pursuit of Excellence.***

Dr. Ervin V. Griffin, Sr. started his tenure as the fourth president of Halifax Community College on December 1, 2006. In February 2008 Dr. Griffin began a high visibility campaign to highlight the campus. He brought a stamp dedication ceremony commemorating legendary jazz vocalist Ella Fitzgerald to HCC as part of Black History Month festivities. This was the first time that HCC had partnered with the U.S. Postal Service to bring a stamp dedication to campus. Dr. Griffin also partnered with a local newspaper to publish two presidential columns each month, giving his perspective on a variety of educational topics, and he commissioned the College's first academic mace.

The Centre

The Centre at Halifax Community College opened in November 2003 to serve as northeastern North Carolina's premier multipurpose venue. The 1,500 seat theatre with 1,000 retractable seats makes it the area's most versatile facility, affording extensive

flexibility for a wide variety of functions. The Centre can host theatre productions, concerts, banquets, receptions, conferences, dances, and exhibits. Its features include a state-of-the-art stage, intricate rigging, sound and lighting systems, scene shop, costume shop, and dressing suites with all of the amenities. The adjoining gallery is available for smaller meetings, receptions, luncheons, and functions for 100 people or less.

The mission of The Centre is to continue to enhance the history and legacy of Halifax Community College and to contribute to the welfare of the people of the Roanoke Valley through educational, cultural, and community programming.

Vision Statement

HCC will continue to be a catalyst for educational, cultural, and economic progress in the Roanoke Valley by anticipating and responding to the needs of an evolving global community.

Mission

HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.

Institutional Goals

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.
 - A. Provide technical and vocational education leading to an associate in applied science degree, a diploma, or certificate that meets the employment needs of the community.
 - B. Provide a two-year college transfer program to facilitate enrollment in a four-year college or university or entry in today's high skilled, global workforce.
 - C. Provide appropriate support services for students
 - D. Meet North Carolina Community College System's annual critical success factors performance measures.

- II. To ensure that graduates of the Associate Degree Programs (AA/AS/ AAS) are competent in the following areas:
 - A. Communicate effectively in reading, writing, and oral communication.
 - B. Demonstrate fundamental mathematics skills.
 - C. Demonstrate positive life skills applicable to the workplace.
 - D. Demonstrate competency and information literacy through the use of computers.
 - E. AAS graduates will perform specialized technical skills related to their program major.

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- III. To support economic development in the Roanoke Valley.
 - A. Provide continuing education programs to support the on-going training and retraining needs of the workforce.
 - B. Offer programs and services to support businesses and industry.
 - C. Offer enrichment courses and cultural events that contribute to the quality of life.
 - D. Participate in regional economic development activities.
- IV. To enhance the Enrollment Management Program.
 - A. Develop a comprehensive admissions and recruitment program to attract diverse student populations to the College.
 - B. To increase enrollment by ten percent over the next four years.
 - C. Increase faculty and staff training in enrollment management, recruitment, retention, financial aid, and academic advising, in order to effectively communicate with prospective and current students.
 - D. Build a clear framework between Enrollment Management, Institutional Effectiveness, and Student Learning Outcomes to guide decisions and priorities and assess accountability measures.
- V. To upgrade the foundation of basic skills of the adult population to meet individual and workforce needs.
 - A. Offer ABE (Adult Basic Education) and GED (General Education Development) programs at accessible times and locations.
 - B. Progress of Basic Skills Students will be at least 75 percent.
 - C. Provide compensatory education for adults with special needs.
 - D. Offer developmental education courses to enable students to attain the basic skills necessary to enter and succeed in curriculum programs.
- VI. To assure effectiveness in instructional programs, support services, and administrative processes.
 - A. Develop a comprehensive institutional effectiveness program implementing appropriate planning and assessment.
 - B. Implement appropriate management practices.
 - C. Implement effective and efficient use of technology.
- VII. Increase public awareness of the College.
 - A. Continually develop and implement a strong community outreach program designed to enhance the programs of the College and the community it serves.
 - B. Provide a healthy, safe, and aesthetic campus environment that is inviting to all.
 - C. Establish a strong alumni association.

- D. Increase public awareness of the College through electronic and print advertisement.
- E. Create promotional materials that bridge generational technology gaps and cultural differences.

Programs of Study

Each program meets specific requirements set by employers in Halifax and surrounding counties. Representatives of local businesses and industries make up the College's advisory committees. Because of this strong tie to the real world of work, each of these programs offers the student the opportunity for a well-rounded, interesting, and practical education.

Enrollment and completion of a program will enable the student to receive a degree, diploma, or certificate. Students may also enroll in a particular course or group of courses without committing to a specific program.

Halifax Community College supports the notion that learning is a lifelong activity. The College offers instruction in Adult Basic Education, professional development, and community service courses of general interest at convenient times.

Specific Curricula

Associate Degree Programs

Associate in Arts

Associate in General Education

Associate in Science

Associate in Applied Science

Advertising & Graphic Design

Automotive Systems Technology

Associate Degree Nursing (Integrated)

Business Administration

Computer Information Technology

Criminal Justice Technology

Dental Hygiene

Early Childhood Associate

Human Services Technology

Industrial Systems Technology

Medical Laboratory Technology

Medical Office Administration

Office Systems Administration

Paralegal Technology

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Diploma and/or Certificate Programs

Advertising & Graphic Design - Computer Graphics
Advertising & Graphic Design - Graphic Design
Automotive Systems Technology
Basic Law Enforcement Training (BLET)
Business Administration
Computer Information Technology
Cosmetology
Industrial Systems Technology
Interior Design
Lateral Entry Teacher Certification
Medical Office Administration
Office Systems Technology
Phlebotomy
Practical Nursing
Welding Technology

Halifax Community College offers the Teacher Preparation Partnership Program in Elementary Education with Elizabeth City State University and the East Carolina University's Wachovia Partnership East. Also, HCC has a partnership with Chowan University's Adult Degree Completion Program, Eastern Carolina Christian College, and North Carolina Central University's Nursing and Social Work programs. Contact the Admissions Office for information.

Adult and Continuing Education Programs

Occupational Courses
Literacy Education (ABE & GED)
Customized Training
Human Resources Development (HRD)
Compensatory Education
Cultural Activities
Special Interest Courses
Computer/Technology
Teacher Recertification Courses
Fire/Rescue Training
Emergency Medical Service Courses
Law Enforcement Training
Workforce Readiness
Business & Industry Services Courses
Small Business Center
Nurse Aide I & II
Education To Go - Online Distance Learning

**North Carolina Community College System
Critical Success Factors/Performance Measures and Standards**

In response to a special provision of the North Carolina General Assembly, the State Board of Community Colleges approved, in 1999, 12 performance measures and standards to enhance accountability in North Carolina community colleges. In the 2007 session, the General Assembly approved modification to the North Carolina Performance Measures and Standards as adopted by the State Board of Community Colleges. As a result, the number of performance measures was reduced to eight. Each college is required to publish its performance ratings on these eight measures.

The annual performance of Halifax Community College is published on the College's website: www.halifaxcc.edu/FactBook/measure.htm.

A copy of the report can be found at: <http://www.ncccommunitycolleges.edu/Publications/index.html>

Below is a list of the eight performance measures and the North Carolina Community College System (NCCCS) Performance Standards.

Measure	NCCCS Performance Standard
1. Progress of basic skills students	75%
2. Passing rates on licensure & certification exams	Aggregate pass rate: 80% Any single reported exam: 70%
3. Performance of College's transfer students	83% equivalent to native UNC sophomores and juniors (87% with GPA \geq 2.0 for report year 2010 - 2011)
4. Passing rates of students in developmental courses	75%
5. Success rate of developmental students in subsequent college-level courses	80%
6. Satisfaction of program completers and non-completers	90%
7. Curriculum student retention and graduation	65%
8. Client satisfaction with customized training	90%



Admissions

Halifax Community College implements the open-door policy established by the North Carolina State Board of Community Colleges. This policy provides admission to any person who is 18 years of age or older or is a high school graduate or received a high school equivalency certificate (or GED). A “Certificate of Attendance” does not constitute high school graduation nor is the certificate deemed equivalent to high school completion. However, this policy does not necessarily imply immediate admission to any curriculum. Placement in certain programs is limited, and admission to a specific program of study is based on guidelines developed to ensure the student’s chances of success in the program. The College serves all individuals who can profit from instruction regardless of race, creed, gender, age, religion, national origin, physical or mental disability, or other factors.

In most programs, a placement test and a counseling interview are arranged. This process aids the students in evaluating their potential for success in the curriculum of their choice. When scores on the placement test indicate that a person is not academically ready for a particular program of study, the individual will be assisted in developing the skills necessary for program placement.

General Admission Procedures

The procedures listed below must be followed for admission to a curriculum program and must be completed before official acceptance is granted:

1. Submit an application. The application for admission is obtained from the Office of Enrollment Management or online and must be submitted to the Admissions Office with sufficient information to determine state residency.
2. Submit a photocopy of your signed social security card.
3. Students seeking admission into an associate in arts, associate in science, associate in general education, associate in applied science or diploma program or certain certificate programs (cosmetology, phlebotomy and BLET) must be a high school graduate and submit official high school transcripts or an official copy of their GED scores.
4. Students who are 18 years of age or older, but have not graduated high school may enroll as a special student. Note: Special students are not eligible for financial aid or veterans’ benefits.
5. Submit official transcripts from previously attended colleges if transfer credit is desired.
6. Meet with a counselor. Students are assisted in selecting an appropriate program of study based on their desires and academic abilities. Counselors are available throughout each semester to assist students with educational and career goals and are always available to students with academic concerns.

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7. Complete college placement tests. The placement test is administered to all students prior to their first semester registration. The purpose of the placement test is to enroll students in the appropriate English, reading, math, or algebra courses based on their prior academic preparations. Selection of students for each allied health program is based on admissions and other program specific criteria. Students who have an AAS degree or higher are exempt from the test, except for programs with selected admissions.

8. Have a personal interview with the testing coordinator to review and interpret placement test scores. The counselor can evaluate the student's aptitude and capability to pursue a particular program of study. The student will have the opportunity to ask questions about the school and its programs.

9. Meet with an advisor. Students meet with assigned academic advisors each semester to complete class schedules. Placement test results and/or transfer credits may be used when appropriate.

Admission of Special Students

Applicants who do not complete the admissions procedures outlined above may register as a special student. This includes students 18 years of age or older who are not high school graduates. To be admitted as a special student, the applicant needs only to submit a completed application and a signed photocopy of their social security card; however, upon a later decision to pursue a degree, diploma, or certificate at the college, special students will be required to submit proof of an official high school transcript and / or copy of their GED scores and meet certain placement criteria.

Special students must meet course prerequisites and/or co-requisites and/or provide official college transcripts showing that the prerequisites and/or co-requisites have been met or take the college placement test with satisfactory scores.

Special Students and students in certificate programs are NOT ELIGIBLE for financial aid or veterans' benefits. The student must declare a major after taking 15 hours in a major.

Placement Testing

A placement testing program for all students is coordinated through the dean of student services. Placement tests will be administered to all new students planning to enter degree, diploma, and certificate programs. In addition, other tests and interest inventories are available in the counseling center. Students must present a picture ID when testing and provide a calculator for the algebra portions of the placement test.

The placement test is given to all students who select a program area prior to registration. The test is administered, scored, and interpreted by student services. Placement results are valid for one (1) year if the student does not enroll in an institution of higher learning. If the student enrolls in an institution of higher learning, placement test results are

valid for two (2) years. Placement test results enable advisors to enroll students in the appropriate courses. The placement test includes the following:

Writing Skills - Test is designed to measure writing proficiency.

Reading Skills - Test is designed to measure reading proficiency.

Numerical Skills - The numerical skills test is designed to measure proficiency in basic mathematical functions.

Elementary Algebra - The elementary algebra test is designed to measure proficiency in algebraic concepts.

Intermediate Algebra - The intermediate algebra test is designed to measure proficiency in a second-year high school algebra class.

IMPORTANT NOTE:

The COMPASS Test computer system automatically monitors test scores as tests are in progress. The system will automatically discontinue the testing process when students' scores fall below a certain level.

If this occurs, students must switch to the ASSET Test. This is the only means by which said students can receive a placement test score.

(SAT & ACT exemption: If a student scores 500 or above on their SAT critical reading and 500 or above on their SAT writing sections, they do not have to take the English portions of the placement test. If a student scores 500 or above on their SAT math sections, they do not have to take the math placement test. If a student scores 18 on the English ACT or above, they do not have to take the English portions of the placement test. If a student scores 21 or above on the reading portion of the ACT, they do not have to take the reading portion of the placement test. If a student scores 22 or above on the math section of the ACT, they do not have to take the math portion of the placement test. Applicants who provide SAT scores more than five years old will be asked to take the ASSET or COMPASS placement tests.)

Retesting

All retesting should be done prior to scheduled dates of early and regular registration. This would enable students to see a counselor, set a retest date, and study before retesting. The process for retesting is as follows:

1. Students may retest any part of the ASSET if they score two (2) points or less from the cutoff score.

ASSET Retake Policy

Since Halifax Community College combines developmental reading with developmental writing, our language arts assessment poses unique challenges. For this reason, different guidelines will govern math retakes and reading/writing retakes.

Reading/Writing

Students with split scores (their writing ASSET scores place them in a different English course than their reading ASSET scores) will continue to take the lower course. This will allow these students to address deficiencies.

However, students with split scores will be allowed a chance to earn an ASSET retake at the end of the semester. This test would be administered under the following conditions:

- * The student completes the developmental course with at least a B.
- * The student obtains written verification of retake eligibility from his or her instructor.

Math

The math department recommends that HCC continue the policy of granting retests to students with scores within two points of the next level. The math department further recommends two points of clarification to the policy.

- * Students may not retest once they start their developmental sequence. This would eliminate situations such as students taking MAT 060 and then retesting to place out of 070. This would also prevent students from completing part of Math 060 or 070, withdrawing, and then retesting.

1. Retesting must be scheduled prior to the first day of the semester.
2. Students may retest once, but are advised to wait at least a week between testing to ensure time for review.
3. Students may not retest to remove an In Progress (IP) or Withdrawal (W) grade received in a developmental class.
4. Students may not retest in order to drop a developmental class after the last day for schedule changes. If the student does not retest by the drop/add date, then the student must remain in the developmental class for the semester.

Residence Status for Tuition Purposes (N.C. General Statute 116-143.1)

A North Carolina "resident for tuition purposes" is a person, or a dependent person (dependent according to IRS tax code) whose parent or legal guardian has established and maintained legal residence in North Carolina for at least 12 months. Residence in North Carolina must be legitimate and be a permanent situation rather than just for the purpose of maintaining a residence prior to enrollment at an institution of higher education.

Other persons not meeting the 12 month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited categories authorized by the North Carolina Legislature. All other persons are ineligible for classification as a North Carolina “resident for tuition purposes” and will be charged non-resident tuition.

To qualify as a North Carolina resident for tuition purposes, you must be a U.S. citizen, permanent resident alien or a legal alien granted indefinite stay by the Immigration and Naturalization Service. Living in or attending school in North Carolina will not, in itself, establish legal residence. Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents. Information relating to North Carolina residence for tuition purposes shall be required from all applicants claiming to be North Carolina residents (see N.C. Administrative Code 020.0201).

Registration

Registration is the process of enrolling in a course or a schedule of courses at the beginning of each semester or other specified periods. The registration process is essential to the mission of the College.

Students will register for classes during the official registration periods. A student is considered enrolled in a particular class when he/she has paid the registration fee. Students who enroll, but never attend the class, will not be counted in membership and will be withdrawn from the class. Conversely, if he/she attends all classes and does all the work, but does not pay the registration fee, he/she is not considered enrolled in the class.

Students are highly encouraged to plan in advance for the registration process. Students are highly encouraged to register during early registration and regular registration periods. Classes are much less likely to be full, so the chances that students will get the schedule they want are greatly improved.

Drop/Add

Students may make adjustments in their scheduled classes through the drop/add period as noted in the semester calendar. Students should meet with their advisors to initiate a change.

Change of Program Major

Students will be allowed to change programs until the end of the registration add period. After the registration add period, majors will be changed effective the subsequent semester. Students changing majors should complete the following steps:

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1. Current advisor will print out the Change of Major Form located on the file exchange or from the Office of Enrollment Management.
2. Current advisor will sign off on the change of major form.
3. Student will take signed form to new advisor.
4. New advisor will sign off on change of major form.
5. After obtaining both current and new advisor signatures on the Change of Major Form, the student will take the form to the Admissions Office.

Students who do not know what they wish to major in or what career they want to choose should go to the Counseling Center for advisement.

Change of Registration

Schedule changes after registration may be made prior to the last day to add a class.

Enrollment Requirements

In order to be officially enrolled, students must have registered, paid their tuition and fees, and have actually attended class on or before the 10 percent point of the semester.

Requirements for placement in programs are as follows:

1. Degree and diploma programs - The student must be a high school graduate or have obtained a high school diploma equivalency.
2. Certificate programs (except cosmetology, phlebotomy, and BLET) - These programs are open to students at least 18 years of age regardless of whether they completed high school or received a high school diploma equivalency, provided they are enrolled in a course of study leading to a certificate. Students who have not completed high school will be encouraged to continue work toward completion of the equivalency program.
3. High school equivalency programs - Adults who have not finished high school may study for the high school equivalency examination. Students who pass the examination receive a high school diploma equivalency from the North Carolina State Board of Community Colleges.

Selective Admissions

Selective admission procedures will be followed in programs of study, which require additional standards to the "open door" philosophy. The selective admission procedure may be the result of regulatory agencies, space equipment requirements, or academic skills levels. When selective admission procedures are utilized, clearly defined guidelines

will be formulated by the dean of curriculum programs and approved by the president. The administration of the selective administrative rules and regulations adopted by the College becomes the responsibility of the dean of student services. Selective admission programs include associate degree nursing (integrated), practical nursing education, phlebotomy, dental hygiene, BLET, and medical laboratory technology. After all admission requirements have been met by the applicant, official admission is contingent upon selection and satisfactory physical and emotional health as required by regulatory agencies. Students not admitted must re-apply to be considered for the next acceptance class.

Transfer Admissions

A transfer student is a student pursuing a degree at Halifax Community College who has earned credits at another institution and wishes to apply these credits toward a Halifax Community College certificate, diploma, or degree. In addition to submitting all other application materials, a student desiring to receive transfer credit must have an official transcript sent to Halifax Community College by the institution that originally granted the credits (see Transfer Credit in Academic Information section).

High School Student Enrollment

Effective January 1, 2012, legislation combined Huskins, Learn and Earn, and Dual Enrollment into one program identified as the Career and College Promise Pathway Initiative (CCPP). HCC offers three pathways: Core 44 College Transfer Pathway, Career Technical Education Pathway, and Cooperative Innovative High School Programs. The CIH is in partnership with the Roanoke Valley Early College/Weldon City Schools.

North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the state board of education:

1. A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit, for qualifying high school juniors and seniors
2. A Career and Technical Education Pathway leading to a certificate, diploma, or degree, for qualifying high school juniors and seniors
3. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115C of the General Statutes

Core 44 College Transfer Pathway

1. The Career and College Promise Core 44 College Transfer Pathway requires the completion of at least 30 semester hours of transfer courses, including English and mathematics.

2. To be eligible for enrollment, a high school student must meet the following criteria:
- a. Be a high school junior or senior
 - b. Have a weighted GPA of 3.0 on high school courses
 - c. Demonstrate college readiness on an assessment or placement test (See chart below). A student must demonstrate college readiness in English, reading, and mathematics to be eligible for enrollment in a Core 44 College Transfer Pathway.

CUTOFF SCORES FOR APPROVED COLLEGE READINESS TESTS

Subject	PLAN	PSAT	ACT	SAT	ASSET
English	15	49	18	500	41
Reading	17	50	21	500	41
Math	19	50	22	500	41

Unless the student has taken the ASSET exam at HCC, these test scores must appear on the high school transcript. If not, applicants must ensure that the official, unopened test scores are received by HCC by the application deadline.

3. A high school junior or senior who does not demonstrate college readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for provisional status, a student must meet the following criteria:
- a. Have a cumulative weighted GPA of 3.5
 - b. Have completed two years of high school English with a grade of ‘C’ or higher
 - c. Have completed high school Algebra II (or a higher level math class) with a grade of ‘C’ or higher
 - d. Obtain the written approval of the high school principal or his/her designee
 - e. Obtain the written approval of the community college president or his/her designee

A provisional status student may register only for college mathematics and college English courses within the chosen pathway. To be eligible to register for other courses in the pathway, the student must first successfully complete mathematics and English courses with a grade of ‘C’ or higher.

4. To maintain eligibility for continued enrollment, a student must:
- a. Continue to make progress toward high school graduation
 - b. Maintain a 2.0 GPA in college coursework after completing two courses
5. A student must enroll in one Core 44 College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the College's chief student development administrator.

7. With approval of the high school principal or his/her designee and the College's chief student development administrator, a student who completes a Core 44 College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core.

8. With approval of the high school principal or his/her designee and the College's chief student development administrator, a student may enroll in both a Core 44 College Transfer Pathway program of study and a Career Technical Education program of study.

Career Technical Education Pathway

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school career cluster.

2. To be eligible for enrollment, a high school student must meet the following criteria:

- a. Be a high school junior or senior
- b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee
- c. Meet the prerequisites for the career pathway

3. High school counselors should consider students' PLAN scores in making pathway recommendations.

4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement. To meet SACS requirements, high school articulated credit cannot exceed 50 percent of the certificate credit.

5. To maintain eligibility for continued enrollment, a student must:

- a. Continue to make progress toward high school graduation
- b. Maintain a 2.0 in college coursework after completing two courses

6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the College's chief student development administrator.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll

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100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years.

2. Eligibility requirements for Cooperative Innovative High School programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.

3. The state board of education and the state board of community colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.

2. Prior to admissions, students must complete a college application, as well as a supplemental Career and College Promise Pathway application.

3. Students must submit a completed CCPP eligibility form each semester prior to registration. The eligibility form may be obtained from his/her school.

Notification of Acceptance

The College will send a letter(s) prior to acceptance that discusses the status of the enrollment process and/or the applicant will receive an email(s) upon receipt of the online application for enrollment and all required documents. Students will not be allowed to register until they have met all admission requirements.

Readmission

An application for readmission is required from all students if two or more consecutive semesters (excluding summers) have elapsed since their last enrollment, or upon graduation with a certificate, diploma, or degree from a designated program of study. An application for readmission should be submitted to the Admissions Office at least two weeks prior to registration. Former students who reapply for admission may be asked to supply the Admissions Office with transcripts and test scores. All students applying for change of program must see their current advisor to obtain a signed change of program form from their current advisor, take the signed form to the new advisor and receive signatures. After obtaining both signatures on the change of major form, the student will take the form to the admissions office prior to registering for classes.

If approved for readmission, students must meet the requirements of the catalog in use at the time the student applies for readmission to the College.

Note: The College reserves the right to refuse readmission to any student whose enrollment or continued presence is considered a risk for campus safety or disruption of the educational process. Prior disciplinary records may be considered when students seek readmission to the College.

Roanoke Valley Early College

The Roanoke Valley Early College (RVEC) is a Weldon City Schools public high school located on the campus of Halifax Community College in the 600 Building. RVEC was established to meet the educational needs of students from Halifax and western Northampton counties. Admission to the RVEC is coordinated through Weldon City Schools. The goal of the RVEC admissions process is to select and admit a diverse group of students who have a genuine interest in the pursuit of a rigorous high school program. Graduates of the RVEC may earn a high school diploma from Weldon City Schools along with a two-year college degree from Halifax Community College concurrently.

Catalog of Record

The catalog that is current when the student enrolls with the College is the catalog of record. A student who is in continuous attendance (except summer term) may graduate under the provision of his/her catalog of record or subsequent issue. A student who is not enrolled for a period of two consecutive semesters must graduate under the provisions of the catalog in effect on his/her last re-entry date or a subsequent issue.

A student who changes his/her program of study will come under the provisions of the catalog in effect at the time of the change or a subsequent issue.

Tuition and Fees

Current tuition rates and student fees are available at www.halifaxcc.edu under Student Resources. Section 115D-39, "Student Tuition and Fees," of the Community College Laws allows the state board of community colleges to fix and regulate all tuition and fees charged to students for applying to or attending any community college. Tuition rates are subject to change.

Additional fees charged to all students who register for curriculum classes include the student activity fee, parking fee, technology fee, and fees directly associated with a particular curriculum. Students enrolled in cosmetology, dental hygiene, nursing, medical laboratory technology, and phlebotomy are required to pay a malpractice insurance fee charged once a year. Fees are approved annually and are subject to change.

Tuition Refunds

1. A registered student who officially withdraws from a curriculum class prior to the first day the class meets will be eligible for a 100 percent tuition refund, if requested.
2. A registered student who officially withdraws after the first class meeting and on or before the 10 percent date is eligible for a 75 percent refund for that class, if requested, provided a drop form is completed on or before the 10 percent date.

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3. There will be no refunds for classes dropped after the 10 percent date.
4. The instructor must complete the official drop form before a refund will be processed.
5. Student activity fees are not refundable.

Student Accounts Receivable

Students may charge tuition, fees, and books to a sponsor outside the College provided they have met with the Student Accounts Receivable office (Room 303) to establish a sponsor account prior to registration. The establishment of a sponsor account requires an original signed letter of sponsorship detailing the conditions of sponsorship in addition to the sponsor's name, address, and contact information. A new letter of sponsorship is required for each semester a student is enrolled. The student is responsible for contacting his/her sponsor each semester to request a sponsorship letter. The student will be held responsible for any charges applied to the sponsor account that the sponsor refuses to pay.



Financial Aid

Student Financial Aid

The primary purpose of the student financial aid program at Halifax Community College is to provide assistance to students who, without aid, would be unable to continue their education. Through a program of grants, scholarships, loans, and employment, students enrolled at Halifax Community College are able to supplement their own resources and those of their family to complete a course of study. The primary responsibility for financing the student's education rests with the family. The family is expected to contribute according to its income and assets, just as the student is expected to contribute to educational costs.

Priority Dates

In order to provide adequate time for processing and awarding financial aid prior to class starting, priority dates are identified for each semester. If you submit your financial aid application after the established priority dates, you must be prepared to pay for tuition, fees, and books. Your award notification will be mailed in approximately one week once your file is complete.

Priority Dates

Fall Semester - July 15
Spring Semester - November 15
Summer Semester - April 15

General Student Eligibility Criteria

Students must be accepted for admission to the College before any action can be taken on their application for financial assistance, including grants, scholarships, student employment, or loans. A student must meet the following eligibility requirements to receive federal assistance.

- Have a high school diploma or GED
- Be enrolled or accepted for enrollment in an eligible program
- Be a U.S. citizen or eligible non-citizen
- Have a valid social security number
- Be registered with the Selective Service Administration (males only)
- Not be in default on a Title IV loan
- Not owe a repayment on a Title IV grant or loan at any educational institution
- Maintain satisfactory academic progress
- Not be enrolled concurrently in an elementary or secondary school
- A federal or state drug conviction may disqualify a student for Title IV funds
- Incarcerated students are ineligible for Title IV funding

How to Apply/Application Process

On an annual basis, students should complete the Free Application for Federal Student Aid (FAFSA). Students may apply in one of two ways: using the paper FAFSA or apply

electronically via FAFSA on the Web at www.fafsa.ed.gov. For faster processing, students applying on the Web should first apply for a federal pin number at www.pin.ed.gov, though it is not required. The federal pin number is used as your signature when applying electronically.

The financial aid award year runs from July 1 to June 30. Applications for the upcoming school year are available in the financial aid office after January 1. Students are required to complete an application for financial aid each year. If Web access is unavailable, one can utilize the computers in the financial aid Lab to complete and transmit the application.

Please include Halifax Community College's Title IV Code #007986 and address on the FAFSA. The U.S. Department of Education's number to call concerning application status, requesting a duplicate student aid report, or adding another college is 1.800.4FED.AID.

A Student Aid Report (SAR) will be sent to the student once the FAFSA is submitted and processed. Applicants should review the SAR carefully and make all corrections. If no corrections are necessary, the SAR should be retained and financial aid will be awarded based on this information. The Financial Aid Office will receive the student's record electronically from the federal processor.

Verification

The Financial Aid Office is required by the U.S. Department of Education to verify files for applicants selected for verification by the processor. In addition, the Financial Aid Office reserves the right to request verification of additional applicants with questionable or conflicting information. The verification process requires the following:

- an IRS-issued transcript of the student's, spouse's, and/or parent's (whichever is applicable) federal tax returns and a copy of wage statements (W-2)
- a signed verification worksheet (obtained from the financial aid office)

All documentation must be received before awards can be finalized. Document tracking letters are sent requesting all necessary verification documents be submitted to the Financial Aid Office within two weeks.

Special Circumstances

If the student and/or family have unusual or extenuating circumstances that are not reflected on the FAFSA, he or she should contact the Financial Aid Office. Supporting documentation is required.

Financial Aid Programs

Federal Pell Grant

The Federal Pell Grant, which does not have to be repaid, is a federal program designed to provide financial assistance to undergraduate students who demonstrate a financial need to attend college. The U.S. Department of Education uses a standard formula, established by Congress, to evaluate the information reported on the FAFSA. The formula produces an Expected Family Contribution (EFC) number. The Student Aid Report contains the EFC number, which determines eligibility.

The Federal Pell Grant award amount depends on the student's EFC, the student's cost of attendance, whether the student is full-time or part-time, and whether the student attends school for a full academic year or less. Students must be enrolled in an eligible program consisting of at least 18 credits in length. Students with bachelor's degrees are not eligible.

Federal Supplemental Education Opportunity Grant

A Federal Supplemental Educational Opportunity Grant (FSEOG), which does not have to be repaid, is for undergraduates with exceptional financial need – that is, students with the lowest Expected Family Contributions (EFCs) – and gives priority to students who receive Federal Pell Grants.

The FSEOG program is a campus-based program administered directly by the Financial Aid Office. The amount of aid awarded depends on the student's financial need, on the amount of other aid the student receives, and on the availability of funds. Students with bachelor's degrees are not eligible.

Federal Work-Study

The Federal Work-Study (FWS) program utilizes federal funds to provide part-time employment for undergraduate and graduate students with financial need to help meet their educational expenses. Students with bachelor's degrees are eligible. Students who are enrolled at least half-time may work an average of 10 to 20 hours per week. FWS employment is determined by the student's total financial need, the student's class schedule, and the student's academic progress.

Awarded FWS funds are limited to availability of positions, funds, and completion of the entrance interview process. Students are paid each month, and the amount paid is according to the position and number of hours worked.

State Programs

College Foundation of North Carolina, Inc.

Whether you are interested in general information on college costs and requirements, or specific information on scholarships, or a tax-advantaged savings program, this is the place to start: <http://www.cfnc.org>.

North Carolina Community College Grant

The North Carolina Community College Grant (NCCCG) is a need-based grant established by the North Carolina General Assembly. The North Carolina State Education Assistance Authority, through College Foundation, Inc., makes award determinations. The NCCCG provides funds to help meet the educational costs of North Carolina residents attending community colleges. Students with bachelor's degrees are not eligible.

To be eligible, a student must:

- be admitted to a curriculum program and be enrolled for at least six credit hours per semester
- be a North Carolina resident for tuition purposes
- enroll for at least six credit hours per semester in a curriculum program;
- have completed and submitted the FAFSA
- meet the Satisfactory Academic Progress requirements of the institution
- qualify for the grant based upon a valid Expected Family Contribution calculation under federal methodology and the program's recognized "required educational expenses" for attending a North Carolina community college
- meet all other eligibility requirements for the Federal Pell Grant

To apply, a student must:

- complete the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Office's verification requirements.

North Carolina Education Lottery Scholarship

The North Carolina Education Lottery Scholarship (ELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state of North Carolina. Students with bachelor's degrees are not eligible.

To be eligible, a student must:

- be a North Carolina resident for tuition purposes

- enroll for at least six credit hours per semester in a curriculum program
- meet the satisfactory academic progress requirements of the institution
- meet all other eligibility requirements for the Federal Pell Grant

Eligibility is determined based on the same criteria as the Federal Pell Grant with one exception - students not eligible for the Federal Pell Grant with an estimated family contribution of \$5,000 or less will be eligible for an Education Lottery Scholarship.

To apply, a student must:

- complete the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Office's verification requirements.

N.C. Reach (Child Welfare Postsecondary Support Program)

N.C. Reach, also known as the Child Welfare Postsecondary Support Program, was established by the 2007 North Carolina General Assembly to provide funding for college students who have either aged out of North Carolina public foster care or whose adoption from North Carolina public foster care was finalized on or after their 12th birthday.

To be eligible, a student must:

- by age 18 – 25 students who either aged out of North Carolina public foster care or whose adoption was finalized on or after the student's 12th birthday
- enroll at either a North Carolina Community College or one of the 16 constituent institutions of The University of North Carolina System, on at least a half-time basis
- be pursuing an undergraduate degree, diploma, or certificate
- meet the satisfactory academic progress requirements of the institution
- comply with registration requirements for military service unless they are exempt from registration
- may not be in default or owe a refund under any federal or state loan or grant program

To apply, a student must:

- visit www.ncreach.org
- additional information may be obtained by calling the N.C. Reach team at (800)585-6112, or by clicking the "Contact Us" on the N.C. Reach homepage.

Award amounts vary. Benefits are determined based on federal and state grants and scholarships, including the Federal Pell Grant, the Education Training Voucher, and state scholarships such as the North Carolina Education Lottery Scholarship, which are applied first to the predetermined costs of attendance at the qualifying school. The N.C. Reach Scholarship will pay up to the balance of the predetermined costs of attendance.

Child Care Grants

Halifax Community College has limited funding through federal and state grant programs to provide students with aid to assist in paying child care expenses. Priority is given to children in a certified child care center and student enrolled for nine or more credit hour of on campus classes. Applications to participate are available through the Financial Aid Office.

Vocational Rehabilitation Financial Assistance

The Vocational Rehabilitation Program is designed individually for students who have a barrier to employment due to a mental or physical disability. As a result of vocational rehabilitation services, the student must have reasonable expectations to become gainfully employed.

The amount of the award is based on need and the type of program in which the student is enrolled. It generally pays for tuition and fees; for full or partial books and supplies; and in some cases, for supportive services such as interpreter services, attendant services, and transportation. Once students are approved for this program, their sponsorship is processed through the cashier's office at HCC each semester when the student registers.

Students should contact the vocational rehabilitation office nearest their home or the North Carolina Division of Vocational Rehabilitation Services, P.O. Box 26053, 805 Ruggles Drive, Raleigh, N.C. 27611-6053 or call 919-733-3364.

Loan Programs

William D. Ford Federal Direct Loan Program

The William D. Ford Federal Direct Student Loan program has been in operation since 1994 and is named for Congressman Ford. Loans made through this program are referred to as direct loans and include the Federal Direct Stafford/Ford Loan and the Federal Direct Unsubsidized Stafford/Ford Loan. Funding for the loans is provided by the U.S. Department of the Treasury, and colleges and universities act as agents for the U.S. Department of Education in making educational loans to students for college expenses. The student's obligation is between the borrower and the federal government.

Federal direct loans are either subsidized or unsubsidized, depending on whether the student has demonstrated financial need. Subsidized means that the federal government pays the interest on the loan for the student while the student is in an in school or deferment period. Such loans are available to students who demonstrate sufficient financial need. Unsubsidized means that the student is responsible for the interest for the entire life of the loan.

To be eligible, a student must meet the following eligibility requirements:

- Be enrolled at least half-time during the loan period
- Be enrolled in Title IV eligible curriculum program
- Have received a determination of eligibility or ineligibility for a Federal Pell Grant
- Be a U.S. citizen or eligible non-citizen

The amount a student can borrow through the Direct Loan Program depends on the student's collegiate grade level and dependency status as noted below:

Dependent student annual loan limits:

- Freshman, \$5,500 (including up to \$3,500 subsidized)
- Sophomores, \$6,500 (including up to \$4,500 subsidized)

Independent student annual loan limits:

- Freshman, \$9,500 (including up to \$3,500 subsidized)
- Sophomores, \$10,500 (including up to \$4,500 subsidized)

Lifetime loan limits:

- Dependent Undergraduate, \$31,000 (no more than \$23,000 subsidized)
- Independent Undergraduate, \$57,500 (no more than \$23,000 subsidized)

Repayment of a direct loan begins six months after the student ceases enrollment as at least a half-time student and usually extends up to 10 years. Generally, a borrower has from 10 to 25 years to repay the loan, depending on which repayment plan is selected. In certain situations, students may delay repayment by requesting a deferment, which is granted under a variety of conditions set forth in federal regulations. You may obtain additional information from the financial aid office.

Interest on direct loans is a fixed rate of 6.8 percent for loans disbursed July 1, 2012, through June 30, 2013.

A repayment incentive is a benefit that is offered to encourage the borrower to repay the loan on time. Under a repayment incentive program, the interest rate charged on the loan may be reduced. Some repayment incentive programs require that the borrower make a certain number of payments on time to keep the benefits of the repayment incentive.

To apply, a student must:

- Complete the FAFSA
- Complete a direct loan master promissory note at www.StudentLoans.gov

- Complete an institutional student loan request application
- Complete an entrance interview online at www.StudentLoans.gov
- Attend an in-person entrance interview with a financial aid staff member

Forgivable Education Loans for Service Program

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011 with the first loans available for the 2012-13 academic year. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas.

To be eligible, a student must:

- be a North Carolina resident for tuition purposes
- at the time of application, present a minimum grade point average (GPA) of 3.00 for graduating high school students (weighted GPA) or 2.80 for undergraduate students pursuing an associate degree.
- register with the Selective Service System, if required
- recipients must not be in default, or owe a refund, under any federal or State loan or grant program
- meet the satisfactory academic progress requirements of the institution
- be willing to work in N.C. in a designated critical employment area

To apply, a student must:

- visit www.cfnc.org for application and deadline.

FELS loan recipients must sign a promissory note that will require them to seek loan forgiveness through employment in an approved position or repay the loan in cash. Loan forgiveness is described in the FELS rules. Generally, a loan for one academic year will be forgiven for one year of full-time employment. Loans will accrue interest at the rate of 8 percent per year from the date of the loan disbursement.

The award amount for a diploma and associate degree programs is \$3,000 per year. The aggregate maximum loan limit is \$6,000.

HCC Scholarships

Through the philanthropic generosity of area industries, businesses, professional organizations, civic clubs, and individuals, the Halifax Community College Foundation Inc. provides scholarships to qualified applicants. A committee and detailed review process determines award recipients.

The scholarship program consists of two types of awards: merit-based and need based. Scholarships are also awarded on a competitive basis applying the following criteria:

academic excellence, achievement, leadership qualities, need, or other criteria as stipulated by donors.

Award stipulations require that recipients maintain a minimum grade point average and most require full-time enrollment status. Each scholarship is awarded for one academic year beginning with the fall semester. Recipients must remain compliant to receive any scholarship for the entire year.

Students must reapply each year by the published deadline. Applications received after the deadline will not be considered. Incomplete applications will not be considered.

Students are encouraged to apply early. Contact the financial aid office or visit HCC's website at www.halifaxcc.edu for applications and deadline dates.

The following scholarships are available:

911

Alice J. Lewter Memorial

Angel's Closet

BB&T

Benny Strickland Memorial

Bernice Hatchell Hobday Nursing

Boyce Alston Memorial

Brandi Noel Ogburn Memorial Nursing

Charles Preston McElheney Family

Clellie M. Taylor Memorial

Connie Pittman Wardsworth Memorial

Daily Herald Women in Business

Damian S. Hawkins Memorial

District 17 of NC Nurses Association #1

District 17 of NC Nurses Association #2

Dominion NC Power

Dr. Laura Walton Buffaloe

Earl Houston Fuller Memorial

Edgar and Mary Loy Hutchinson Memorial

Elizabeth Marie Nielsen Schuelke Memorial

Ellen Davis Eudy Alpha Delta Kappa Memorial

Emery W. Doughtie Memorial

Enfield Chamber of Commerce

Eugene Craig Shell Memorial

Evelyn Freid Memorial Nursing

Fannye Marks-Marcella and Bob Liverman

Faye Jessup Twisdale Memorial

First Citizens Bank

Frances Cecil Gunn Memorial

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Frank V. Avent III Veterans/Business Administration
Gloria Amelia Maxwell Memorial
Halifax Community College Ambassadors Award
Halifax Community College Associate Degree Nursing
Halifax Community College Association of Educational Office Professionals
Halifax Community College Dental Hygiene
Halifax Community College Education
Halifax Community College Foundation Academic
Halifax Community College Freshman
Halifax Community College Honors
Halifax Community College Leadership
Halifax Community College Returning Adult
Halifax Community College Sophomore
Halifax Community College Student Services
Halifax County Firefighters Association
Halifax County Juvenile Court Counselors
Halifax Electric Membership Corporation
Harry A. Branch
Harry, Evelyn and Josephine Freid
Hazel Piner Lawrence Memorial
HenryMollieLouise Farber Memorial
Hoffman-Arthur Dental Hygiene
Holmes Men of Distinction
Holmes Women of Excellence
Homewood
Howerton Gowen Memorial
Interior Design Academic
Jerry Painter Memorial
John Manning Memorial
John Walter Bell Memorial
Joy Daniels-Lewis Memorial Nursing
Julia Stanley and Elizabeth Hitchings Memorial
KapStone Paper and Packaging Corp.
Kathryn Dunlow Heustess Memorial
Lake Gaston Computer Club
Libby Grant
Lillie J. Solomon
Magnolia Gardens Health Care
Marcella Marks Liverman Memorial
Margaret and Linwood Nixon Sr. Nursing
Margaret Gunn Taylor Memorial
Myra Jessup Robertson Scholarship for Nursing

Nash Edgecombe Halifax Dental Society
New Dixie Oil Corporation
New Life
New Republic Savings Bank
Newsom Oil Company
Nikki Batten Memorial Nursing
Oscar Luther Scarbrough Jr. Memorial
Peggy V. Babb Memorial
Pete Amsler/Stray Cats Hot Rod Association
Peter Luther Kasper Memorial
Phi Theta Kappa Honors
Phillip W. Taylor
Presidential Initiatives
Raybon Bone Memorial
Reneé Jones Carter Memorial
Rev. and Mrs. Daniel Hux Memorial
Rightmyer Machine Rental Construction
Roanoke Electric Cooperative
Roanoke Lumber Company
Roanoke Rapids Hospital Nurses' Alumnae Association and District 17 of NC Nurses
Association
Roanoke Rapids Jaycees
Roanoke Rapids Lions Club
Roanoke Valley Chamber of Commerce GED
Roanoke Valley Chamber of Commerce Women of Business, Profession & the Home
Roanoke Valley Energy Facility
Roanoke Valley Home Builders
Roanoke Valley Lake Gaston Board of Realtors
Robert B. Metcalfe Memorial
Robert L. Armstrong Memorial
Robert Whitley Memorial Rotary
Rose and Louis Kittner Memorial
Ruby Vincent Ward
Ruth Elliott Oakes Nursing
Sallie Hudson Memorial
Sandra Lee Ward Memorial
Sandra R. Tart Memorial
Sara Crawley Boseman Memorial
Sara MacClellan Memorial
Shirley R. Garner Memorial Nursing
State Employees Credit Union
T. Mason & Vivian C. Woodruff Memorial

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Tommy J. King Memorial
Vivian Staley Memorial Cosmetology
Wachovia Technical
WestPoint Stevens
WEZU Community Radio
Wilkie Real Estate Inc.
William Bradley Hux Memorial
Yolanda Denise Powell Memorial

To learn more about applying for scholarships and to find out how to establish your HCC Scholarship, contact the HCC Foundation Inc. at 252-536-7239. The HCC Foundation Inc. is a 501(c) (3) organization. All gifts are tax-deductible.

Financial Aid Awards

Students should have their financial aid package completed before registration or come prepared to meet their expenses and pay tuition/fees. If not paid by the last day of registration, your schedule will be automatically canceled.

The financial aid office reserves the right to adjust financial aid when an over-award occurs. Students are required to notify the financial aid office if any additional gift aid assistance is received for educational expenses. Furthermore, the financial aid office will void any award if it is determined that the student provided incorrect or false information on the financial aid application. All financial aid awards are subject to change if the information on which they were based changes, federal regulations require a change, or an over-award occurs.

Halifax Community College's Financial Aid Office adjusts student awards based on the census date for each class. A student must be in attendance through the census date at the time of disbursement.

The award letter is based on full-time enrollment for an entire year. Full-time status consists of enrollment in a minimum of 12 credit hours. Three-quarter time status consists of enrollment in 9 to 11 credit hours. Half-time status consists of enrollment in 6 to 8 credit hours. Less than half-time status consists of enrollment in 1 to 5 credit hours. Any changes in enrollment status are reported to the financial aid office.

Awards will be divided into two payments: fall and spring. Students who were enrolled less than full time during the fall or spring may have federal Pell eligibility for the summer term. For example: A student is awarded a full federal Pell Grant award of \$5,550. The student attends full time in the fall and receives a federal Pell Grant of \$2,775. The student attends half time in the spring term and receives a federal Pell Grant award of \$1,388. The student will have \$1,387 maximum federal Pell Grant remaining (according to enrollment status) for the summer term. If a student changes enrollment status during the drop/add period or

prior to the census date of an enrolled class, then financial aid will be adjusted accordingly. Financial aid awards cannot be automatically transferred from one college to another. Students must have the results of the FAFSA released to the new college. All documents in the student's financial aid file are the property of Halifax Community College. In addition, financial aid cannot be utilized simultaneously at two or more colleges.

Programs/Courses Ineligible for Financial Aid

Diploma or certificate programs containing less than 18 semester hours are not eligible for federal student aid. Although the financial aid office will make every effort to monitor these programs, it is the responsibility of the student to assure acceptance into a program of at least 18 semester hours in order to be eligible for federal aid. In addition, students enrolled in Special Studies (T90990), Distance Learning (T90990X), continuing education, courses for which credit by examination has been received and/or courses being audited by the student are ineligible for financial aid. For a list of ineligible programs, a student can contact the Financial Aid Office.

Clock Hour/Credit Hour Conversion

The determination of enrollment status (full, $\frac{3}{4}$, $\frac{1}{2}$, or less) is, by federal regulations, different for the following programs of study:

- Licensed Practical Nursing (D45660)
- Welding (D50420)

The determination of enrollment status is different because the programs have one or more courses that cannot be used toward a two-year degree program. Enrollment status determination for the above programs is determined by totaling for each course the clock/contact hours a student takes each semester. The total hours are then divided by 37.5 to obtain the converted credits. The converted credits are then used to determine the enrollment status. For a list of converted courses, check with the financial aid office.

Return to Title IV Funds Policy

Federal regulations require recalculation of federal financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing sixty 60 percent of an academic term. Recalculation is based on the following:

- Number of days attended divided by number of days in semester = percentage of semester completed
- Total amount disbursed x percentage completed = earned amount
- Total amount disbursed - earned amount = amount to be returned

If the calculation results in an overpayment, the student will owe the balance to the College. The student should make payment arrangements on this balance. If the

student fails to pay the debt to the college within 45 days of notification, the debt will be reported to the U.S. Department of Education as an overpayment. Federal eligibility is lost until the debt is paid or satisfactory arrangements are made with the U.S. Department of Education. In addition, the student is responsible for reimbursing the College for any overpayment owed by the College.

Students wishing to withdraw from all of their classes should do so through the counseling center. A withdrawal is considered formal when the student initiates the withdrawal process. Return of Title IV calculations are based on the students' last date of attendance at the institution. If the last date of attendance is unknown, the 50 percent point of the semester will be used in the calculations.

Satisfactory Academic Progress Policy

All financial aid recipients are required to meet satisfactory academic progress guidelines established by Halifax Community College pursuant to regulations established by the U.S. Department of Education.

The intent of this policy is to insure that students who are receiving federal and state financial aid are making measurable progress toward completion of a program in a reasonable period of time and a reasonable number of credit hours attempted in their program of study.

Scope

Regulations require a student's progress, for financial aid purposes, to be measured both quantitatively and qualitatively. In addition to a grade point average, students are also required to pass a minimum amount of work to complete their program within the maximum time frame established by the institution. To reasonably measure a student's academic progress for financial aid purposes toward completion of his/her program, the student's academic record will be evaluated including credit hours earned at another postsecondary institution and transferred into HCC.

Monitoring Procedures

To receive financial aid, the student must maintain satisfactory academic progress toward an eligible program of study (an eligible program of study consists of 18 or more credit hours). There are three criteria in the financial aid office's satisfactory academic progress guidelines:

1. The maximum length of time for which the student may receive financial aid
2. The number of credit hours the student must earn
3. The minimum grade point average the student must maintain

Criteria #1

Federal regulations set the maximum time frame in which a student must complete his/her educational program at 150 percent of the normal length of the educational program using the number of credit hours required to earn the academic credential and to compute the 150 percent rate. An HCC student is not eligible for financial aid when the cumulative number of credit hours attempted (whether or not earned toward the student’s current program of study) is greater than 150 percent. This is true whether financial aid was received or the student paid for some classes from his/her resources. Once the student reaches the maximum time frame, the student’s eligibility for financial aid ends.

Note: Credits for developmental coursework, not ot exceed 30 credit hours, and credits for previously earned certificates, diplomas, or associate degrees are excluded from attempted credit hours.

Criteria #2

The student must earn passing grades in two-thirds (67 percent) of attempted credit hours (cumulative).

For example:

<u>Basis of Award:</u>	<u>Student Must Earn:</u>
12 credit hours (full time)	8 credit hours
6 credit hours (half time)	4 credit hours
3 credit hours (less than half time)	2 credit hours

The items below will be treated as completed coursework and will be taken into consideration when calculating the number of hours completed.

1. Earned hours/grades (A, A*, B, B*, C, C*, D, CE)

Attempted credit hours include the following whether or not the credit hours were paid by financial aid:

1. Earned hours/grades (A, A*, B, B*, C, C*, D, CE)
2. Incomplete grade (I)
3. A grade of (F), (IP), or a “Withdrawal” (WD, WP, WF)
4. Forgiven grades

Note: For financial aid purposes, a) students cannot receive financial aid for audited classes and audited classes are not counted as hours attempted; b) classes dropped during the drop/add period are excluded from financial aid satisfactory progress determinations; and c) when a student enrolls in a class and subsequently switches to another section of the same class, that class is not counted twice when computing the hours attempted.

Criteria #3

A student must maintain a required cumulative grade point average (GPA) of 2.000 to be eligible to receive financial aid assistance. The financial aid GPA calculation is based on all grades earned, including grades earned in developmental coursework. Please visit the Financial Aid Office for additional information.

Withdrawals

Students who withdraw from classes at HCC should understand their withdrawal will affect their eligibility for financial aid as determined by the Satisfactory Academic Progress (SAP) procedure. Students who withdraw will have difficulty meeting SAP requirements.

If a student changes his/her enrollment during the drop/add period or prior to the census date for an enrolled class, then financial aid will be adjusted accordingly. **IT IS ALWAYS IN THE BEST INTEREST OF THE STUDENT TO CONTACT THE FINANCIAL AID OFFICE BEFORE CHANGING PROGRAMS AND/OR WITHDRAWING FROM CLASSES.**

Treatment of Developmental Courses

Students accepted into and enrolled in eligible (18 credit hours or more) programs of study may receive financial aid while taking required developmental coursework. However, inclusion of developmental credit hours in enrollment status will be monitored to not exceed 30 cumulative semester hours.

Repeated Courses

Student aid will be awarded and satisfactory progress maintained when a student repeats a course for credit or inclusion in grade point average calculation. Repeated courses will be counted towards a student's 150 percent timeframe. When a student repeats a course, the repeated course is included in: a) enrollment status (full, $\frac{3}{4}$, $\frac{1}{2}$, or less than $\frac{1}{2}$ time) computations; b) financial aid awards; c) 150 percent calculations; d) GPA calculations; e) 67 percent calculations.

Warning

The minimum credit hour completion requirement and the academic standards are assessed at the end of each term. If a student fails to maintain a cumulative grade point average of at least 2.000 or if the student earns less than 67 percent of attempted coursework (cumulative), the student is placed on warning for the next term attended. Financial aid may be received during this warning term. Continued eligibility for aid is determined at the end of the warning term.

Suspension

Any student on warning who fails to make satisfactory academic progress by the end of the warning term is suspended from financial aid for the next semester he or she attends and will not be eligible for financial aid until satisfactory progress is demonstrated. Students cannot receive funds from any federal or state financial aid program while on financial

aid suspension. Awards may be canceled and the student may owe tuition and/or books upon becoming ineligible.

Students who have been reinstated from any suspension status may continue on a probationary status for at least one term.

The College will notify the student of their status. However, it is the student's responsibility to track his/her progress and not totally rely on the institution's notification. The suspension for the semester includes second session classes offered during that semester. Students on financial aid suspension are prohibited from using their aid to pay for tuition/fees; however, if the student is eligible to return, the student may pay charges using his/her own funds.

Reestablishing Progress after Suspension

Other than when an appeal is granted for unusual or mitigating circumstances, a student can reestablish eligibility only by taking action that brings the student in compliance with the qualitative and quantitative components of the financial aid SAP policy including maximum time frame.

Financial Aid Appeals

A student may appeal the termination of financial aid by completing an appeal application obtained from the financial aid office and indicating in writing: a) reasons why he/she did not achieve minimum standards; and, b) reasons why his or her eligibility should not be terminated, but reinstated. Appeals must be submitted in writing with supporting documentation explaining any unusual circumstances that caused the student's academic progress to be less than required.

Each appeal will be considered on its merit. Federal law gives some examples where allowances might be made for mitigating circumstances. Reasons may include, for example: personal illness, serious illness or death of an immediate family member, employment changes, divorce, or separation in the student's immediate family.

The Financial Aid Committee determines if justifiable evidence or extenuating circumstances exist and whether the student may receive financial aid for a specified probationary semester. Satisfactory progress must be demonstrated by the end of the specified probationary semester before further aid can be awarded.

A student suspended for exceeding the maximum hours allowed for degree completion should have an academic advisor submit in writing the remaining hours required for degree completion if extenuating circumstances require the student to exceed the maximum hours limit.

Any student who is reinstated with a "stipulation" is required to meet all reinstatement stipulations in order to have continued eligibility for federal and state aid.

To initiate a financial aid appeal, the student must complete a financial aid appeal application and submit it along with required supporting documentation. This information will need to be submitted to the financial aid office at least 10 working days prior to the committee meeting. Appeals after this date will be processed at the next month's scheduled appeals meeting. The financial aid committee, comprised of staff and faculty, will not review incomplete appeals.

The financial aid committee normally meets once each month. A student may make a personal appearance at the meeting by making an appointment in the financial aid office. The student will be informed of the committee's decision within 10 business days after the committee meets. The financial aid committee and/or the director of financial aid decision will be final.

Veterans Affairs

The registrar/director of veterans affairs (VA) at Halifax Community College serves to help assimilate the veteran into the campus community and its environment.

The office provides a myriad of services all designed to assist the veteran in the pursuit of his/her educational objectives.

Assistance first begins by helping the veteran select a program of study that is suitable to his/her aptitudes, interests, and abilities. Veterans who do not possess a high school diploma must obtain a General Education Development (GED) diploma before they are eligible to receive veterans' educational benefits.

Students applying for VA benefits must meet admission requirements. Please refer to the admission section of the Halifax Community College catalog.

Once a program has been selected and the veteran has been accepted by the school, the veteran is assisted in completing paperwork in order to be certified by the Department of Veterans Affairs. Prior to being certified, official transcripts from high school and all post secondary training attempted must be submitted and evaluated in order that credit for previous training may be granted where appropriate. Veterans cannot receive financial assistance for a course(s) for which they have previously received credit.

Veterans are responsible for obtaining GED scores from defense agencies (DANTES form); a certified copy of DD 214 (Report of Discharge), and any other relevant military paperwork.

After completing the original application and providing supporting documents, the veteran must be certified by this office. This certification must show complete identifying information, file number, curriculum, previous credit allowed, enrollment period, clock/credit hour breakdown, and additional information as needed.

Veterans who are experiencing academic difficulties in degree/diploma programs are advised to request tutorial assistance, which is provided free of charge. Veterans whose average falls below HCC's standard for satisfactory progress are placed on probation. Veterans who fail to make satisfactory progress are terminated for pay purposes.

This office makes referrals to local and state organizations such as the employment security commission, VA county service officer, vocational rehabilitation, department of social services, and health department when possible to accommodate special needs of our veterans.

Satisfactory Progress Policy for Veterans

The Veterans Administration regulations require that veterans must maintain "satisfactory progress" in order to continue receiving their educational benefits. The following is a detailed description of the school's policy concerning "satisfactory progress":

1. All students are required to have a minimum average of 2.0 for graduation.
2. When a veteran fails to maintain satisfactory progress, the veteran will be placed on academic probation for the following semester of enrollment.
3. At the end of a consecutive two-semester probationary period, veterans who do not have the required cumulative grade point average, counting all subjects undertaken from the original enrollment, will have their benefits terminated for unsatisfactory progress. Veterans who have their benefits terminated for unsatisfactory progress must raise their average to the minimum required before being recertified for educational benefits.

What Affects VA Benefits Eligibility

It is the responsibility of the veteran to advise the VA certifying official regarding program and enrollment changes. Other factors that may create a loss or reduction of benefits are:

1. Dropping courses
2. Taking courses not approved as a part of a regular program of study
3. Taking courses previously passed (including by proficiency examination)
4. Taking courses for which they have previously been awarded transfer credit
5. Irregular attendance
6. Being placed on academic probation

Veterans Administration Educational Benefits

1. Montgomery GI Bill - Active Duty (MGIB, also known as Chapter 30) provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain

circumstances. Generally, benefits are payable for 10 years following your release from active duty.

2. Montgomery GI Bill - Selected Reserve (MGIB-SR - also known as Chapter 1606). The MGIB-SR program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

3. Veterans Educational Assistance Program (VEAP also known as Chapter 32). VEAP is available if you first entered active duty between Jan. 1, 1977 and June 30, 1985, and you elected to make contributions from your military pay to participate in this education benefit program. Your contributions are matched on a \$2 for \$1 basis by the government. This benefit may be used for degree or certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

4. Survivors' and Dependents' Educational Assistance Programs (DEA also known as Chapter 35). DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

5. Chapter 34/30 (Old GI Bill) provides assistance for veterans who have been on active duty since before 1/1/77. (See chapter 30 above).

6. Chapter 31 (VA/VOC Rehab.) provides assistance for veterans with a minimum 10 percent service connected disability. See the county veterans service office to apply; then, follow up with HCC's registrar/director of veterans affairs.

7. New education benefit for Activated Reservists — H.R. 4200 authorizing the creation of a new education benefit was signed into law on Oct. 28, 2004. The new benefit also known as (Chapter 1607) makes certain individuals who were activated after Sept. 11, 2001, either eligible for education benefits or eligible for increased benefits. The Department of Defense (DOD), Department of Homeland Security (DHS) and VA are working on an implementation plan for this new benefit and at this time, we are unable to provide more than general information about chapter 1607. See HCC's registrar/director of veterans affairs for more information.

Veterans Telecourse and Distance Learning Policy

All VA students receiving educational benefits from the Department of Veterans Affairs will meet the following criteria before enrolling in this type of course:

1. The veteran must first meet with their curriculum department advisor before registration so that proper information and procedures can be discussed.
2. A telecourse may be conducted through (1) regularly scheduled TV transmission/cable PBS education programming and/or (2) by video cassette of the PBS transmissions. Other distance learning includes online, blended, hybrid, and information highway.
3. The veteran must have completed any needed remedial/prerequisite work as determined by the College.
4. The telecourse must be an integral part of the veteran's current program.
5. Veterans taking a telecourse may need to buy a workbook not required for a traditional classroom section.
6. Veterans enrolled in a course will be evaluated by the assigned faculty in accordance with established grading policies. Veterans will be required to maintain satisfactory progress and to maintain regular contact with the instructor.



Academic Information

Academic Schools and Majors

The five academic schools at Halifax Community College offer a broad range of curriculum programs leading to certificates, diplomas, and associate degrees.

School of Arts and Sciences

Associate in Arts

Associate in Science

Associate in General Education

School of Business

Advertising & Graphic Design

Advertising & Graphic Design - Computer Graphics

Business Administration

Computer Information Technology

Medical Office Administration

Office Administration Technology

School of Legal and Public Services

Basic Law Enforcement Training

Criminal Justice

Cosmetology

Early Childhood Education

Greenhouse & Grounds Maintenance

Human Services Technology

Paralegal Technology

School of Vocational and Industrial Technology

Automotive Systems Technology

Food Service Technology

Industrial Systems Technology

Welding

School of Nursing and Allied Health

Associate Degree Nursing

Dental Hygiene

Medical Laboratory Technology

Practical Nursing

Phlebotomy

Semester System

The school year is divided into two semesters, each 16 weeks in length. Some programs may run four mini semesters, each eight weeks in length, and an additional summer session of eight weeks. Credits are earned in semester hours.

Distance Learning

Distance learning is teaching and learning across geographical distances through the use of Blackboard, a learning management system for online course delivery. Students use computers and the Internet to access course materials, lectures, notes, assignments, and tests. Students and faculty are issued an HCC e-mail account, which is required for all course-related communications. Additionally, Blackboard technical support is available 24/7, including weekends and holidays.

The mission of Halifax Community College's distance learning services is to meet the needs of a diverse student population by making educational opportunities and services more accessible. Distance learning courses provide enrollment options for students who may not be able to come to campus regularly to take traditional college courses because of physical limitations, other commitments, or personal preferences. Distance learning courses are comparable to traditionally delivered courses in academic standards, criteria, content, and quality while overcoming the time and place constraints of traditional instruction delivery systems.

The types of distance learning courses available at HCC include online, hybrid, and two-way audio/video teleconference courses. All students are admitted, assessed, and registered through the regular process of the College. Students pay the same tuition and fees and have access to student services, library resources, and other support services. If on campus, they may pay fees by credit card or may accomplish necessary processes by telephone, the U. S. postal service, facsimile, or e-mail.

Distance learning courses offer a high degree of flexibility and may erase barriers to educational goals. Students taking courses by distance learning methods must be self-motivated and self-disciplined learners and should have average or above average computer skills. Since students work more independently than in traditional courses, distance learning may not be the best method of instruction for all students.

Grading System

A grading system is a method of recording faculty evaluations of student progress and the fulfillment of class objectives. All students officially enrolled in courses must be awarded a grade in accordance with college regulations. The instructor awards the grade.

The faculty, to indicate the quality of a student's work in a course, uses a letter grade. Grade points are assigned for each letter so that a grade-point average can be calculated. A 2.0 cumulative grade point average (CGPA) is required for graduation. A 4.0 point system is used to calculate student grade point averages. The letter grades on the permanent record are as follows:

Grade	Explanation	Grade Points Per Credit
A	Excellent	4
B	Above Average	3
C	Average	2
D	Passing	1
F	Failure	0
*AU	Audit	0
*CE	Credit by Exam	0
*CX	Credit by Exam Failure	0
*CT	Credit Transfer	0
*I	Incomplete	0
*W/WD	Withdrew	0
WF	Withdrew Failing	0
*WP	Withdrew Passing	0
*NS	No Show	0

**Not included in grade point average.*

Grade “I” Incomplete:

An instructor may award the grade “I” for documented, unavoidable reasons and only when the student is passing and has completed at least 75 percent of the course work. Classes for which the grade of “I” has been awarded must be completed no later than the end of the subsequent semester or the “I” will be changed to an “F.” In the case of a grade of “I” at the end of the spring semester, the student will have until the end of the subsequent fall semester to complete the requirements, except when the course in which the grade of “I” is received is a prerequisite for a course the student plans to take in summer. The instructor must complete the required paperwork and obtain all signatures prior to the awarding of an “I.” A copy of this documentation will be placed in the student’s academic file.

Attendance

Halifax Community College is committed to the principle that class attendance is an essential part of an educational program. Regular attendance is required in all courses. At the beginning of each course the instructor will announce the College’s attendance regulations and any attendance requirements specific to each course. Each instructor will determine attendance requirements for each class; however, a student who discontinues attending class without communicating with the instructor will be withdrawn from the class by the instructor after two consecutive weeks or at the 60 percent mark in the class.

Withdrawal from Classes

Student Withdrawal

A student may withdraw from a course by contacting his/her instructor and requesting to be withdrawn from the class.

Students who do not request to be withdrawn from class or who do not attend classes within the guidelines outlined in the college attendance policy may have adverse transactions occur on their record, which may include removal from the course, or a grade of W, WF, or F in the course. Students who are withdrawn from all courses may further have adverse transactions occur with their financial aid status including owing a repayment of the disbursed financial aid funds.

Officially Withdrawing from All Classes

Students dropping all of their classes must complete the non-completer’s form and an exit interview with the director of counseling or dean of students. Students may get this form from their advisor, the director of counseling, or the dean of students.

Never Attended Withdrawal

Students who register for a class and do not attend at least one class or complete the required assignment in a distance education class by the census date (within the **first 10 percent** of the course) are considered never-attended. Instructors will certify attendance and withdraw all students who have never attended the class.

Faculty Withdrawal

By the **60 percent date** of the semester, instructors will identify students who have not been attending a traditional class or participating in an online class and those students who have stopped performing academically-related activities since the census date. the instructor will withdraw these students from the class.

Curriculum Developmental Education

Only those students who meet requirements for placement in curriculum courses are exempt from developmental courses. A placement test is used to determine whether or not students meet these requirements. Each person enrolling in a certificate, diploma, or degree program at Halifax Community College must take required developmental education courses in reading and composition, arithmetic and algebra. These developmental courses are prerequisites to most curriculum courses.

Developmental Course Load

Students enrolled in developmental courses must limit their course load to 15 semester hours.

Grading System for Developmental Studies

Grade	Explanation	Grade Points per Credit
A* (93 - 100)	Excellent	4*
B* (85 - 92)	Above Average	3*
C*	Average	2*
F* (77 and below)	Failure	0*
IP	In Progress	0
W/WD	Withdrew	0
WP	Withdrew Passing	0
WF	Withdrew Failing	0
NS	No Show	0

*The asterisk is the method of denoting that a grade is on the developmental level rather than curriculum level. Grades for developmental course work do not apply toward graduation requirements or for inclusion in the semester honor roll. Grade points are not awarded for developmental courses, and the student's grade point average does not include developmental coursework.

In Progress ("IP"): A grade of "IP" may be awarded when a student has not substantially completed the requirements for a developmental course, although the student was enrolled the entire semester. In such a case, the student must enroll in that course again in order to complete the requirements for that course. If it has been two years or more since the grade of "IP" was earned, the student must continue in sequence from the last developmental course in which(s) he/she earned a passing grade. In the event that the student has not earned a passing grade in any developmental course, then the student must retake the placement test to determine placement.

Failure: ("F"). A student will receive an "F*" when he/she has made little attempt to satisfy minimum course requirements and fails to participate in the educational process. If a student fails a prerequisite course, he/she must repeat and successfully complete the prerequisite before beginning the next course. This could result in the student being enrolled for a longer period than is normally required to complete requirements for graduation.

Change of Grades

A grade will only be changed if an error was made in computing or recording it. A student has the right to appeal grades through the student grievance policy.

Computing Quality Point Average

Quality point average is determined by dividing the total number of quality points earned by the total number of hours attempted. Credits earned by examinations or transferred from other colleges are not included. The hours attempted column shows only hours taken for grades and carrying credit toward graduation.

Students will be permitted to transfer from one program to another when they feel the program change will be academically valuable. However, it is recommended that students consult with the financial aid office to determine their eligibility status before changing their major. Before a second change of program will be allowed, the student must confer with a counselor. Transfer from one program to another will not result in one's grade point average being changed. Should a student on probation transfer to another program, transfer credit will be given, but the student's grade point average is cumulative and will remain the same as in the former program.

Student Academic Freedom

Halifax Community College is dedicated to the exchange of knowledge, and the development of skills, confidences, and understandings. The College is also dedicated to the nurturing of those personal and intellectual habits and attitudes which are peculiar to responsible individuals in a free, open, and democratic society. The board of trustees, therefore, shall ensure and protect academic freedom at Halifax Community College.

Academic Regulations

The college has adopted academic regulations which are intended to help students achieve reasonable and realistic goals. Each student is expected to make satisfactory progress toward reaching those goals. The specific regulations follow:

Academic Standing

To continue in good standing, students must have earned the cumulative grade point average (CGPA) specified for the semester hours below:

Cumulative Semester Hours Attempted	Cumulative Grade Point Average
10 - 16	1.50
17 -	2.00

Students failing to maintain the required CGPA will be placed on academic probation until the required CGPA is achieved. Academic probation will affect receipt of financial aid and veterans’ benefits.

Students on academic probation receive notice from the registrar stating they are on academic probation. Students are asked to contact their advisor to process an early alert form and then are instructed to take the form to the counseling department staff. A study success plan must be developed in order for the students to register or enroll (i.e., reduce course loads, a curriculum change, and counseling are options available to students on academic probation).

Advanced Placement Credit

Credit awarded based on advanced placement, other examinations, and education provided by non-collegiate institutions must meet the following conditions:

1. The amount of credit awarded is clearly stated and is in accord with commonly accepted good practices in higher education.
2. Credit is awarded only in areas offered within the student’s current educational program.

3. Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty at the institution, or according to procedures and standards approved by qualified faculty and the registrar.
4. Halifax Community College is not obligated to award advanced placement to any student. The final approval of advanced placement will be determined by the dean of curriculum programs.

A student may qualify for advanced placement by one or more of the following means:

1. By passing a proficiency exam administered by a teaching department at HCC
2. By attaining at least a minimum score on certain tests of the College Level Examination Program (CLEP)
3. SAT exemption – If a student scores 500 or above on their SAT verbal and written, they do not have to take the English and writing portions of the placement test. If they score 500 or above on the SAT math, they do not have to take the math placement test.

The institution must demonstrate that assessment procedures verify that the credit awarded is appropriate. Partnerships with secondary schools, which result in the awarding of college credit, must ensure that the credit awarded is at the collegiate level and is in compliance with the Southern Association of Colleges and Schools' criteria.

All advanced placement credit awarded must be adequately justified and must include documentation that the credit awarded represents collegiate course work relevant to the appropriate degree. Course content and level of instruction for advance credit must result in student competencies at least equivalent to those of students enrolled in the institution's own educational programs. Course work must be taught by faculty qualified to teach at the appropriate degree level. Note: advanced placement credit awarded under the Halifax Community College advanced placement regulations applies only to HCC. Decisions regarding the acceptance of advanced placement credit at post-secondary institutions other than HCC are made by the receiving institution. Applicants must meet the receiving institution's criteria for advanced placement credit.

Audit

A student may audit a course for which he/she does not wish to receive credit. The auditing student does not have to take required examinations; otherwise, participation and attendance in class is on the same basis as a credit student. The fee for auditing a class is the same as the fee for credit. Certain curricula, because of special requirements, have no courses open for "audit." Registration for an audit will follow the same procedure as for

credit. Students may change a credit to an audit during the first 10 days of class. In no case will students be allowed to change an audit to a credit. Students will not be allowed to receive credit by examination for a course that they have audited.

Best Grade

Students taking courses for the second time may, upon notifying the registrar, have the better of two grades computed in the grade point average and the hours counted only once. Both grades will appear on the student's transcript.

Change of Registration

In some instances, it is necessary for students to make adjustments in their schedules. To ensure that the student will receive proper credit, a drop/add form should be completed and returned to the registrar's office. Schedule changes may only be made during the drop/add period. A drop/add form must be used to document all schedule changes. This form may be obtained from advisors and the Office of the Dean of Curriculum Programs.

Change of Class Schedule

A student may add a course to his/her schedule only during the add period. The following procedures must be followed when adding a course: the student and the advisor will agree on courses to be added, the advisor will enter the course(s) into the computer and the student is directed to the cashier to pick up the new schedule. A student may drop a course in which he/she is enrolled, subject to the following procedures: the student and advisor will complete a drop/add form listing which course(s) are to be dropped. (The advisor, student, and instructor must sign the form.) The instructor must record on the drop/add form the last date the student attended class, the date the student was dropped from the class, and sign the form. The form is returned to the Office of the Dean of Curriculum Programs where the drop/add process will be completed.

Class Size

The dean of curriculum programs shall determine the number of enrollees needed to conduct a course effectively and efficiently at Halifax Community College.

Course Load

A student who is registered for 12 or more semester hours of credit is considered to be a full-time student. Students wishing to register for more than 19 credit hours must obtain permission from the dean of student services.

Course Repetition

With the consent of the advisor, students who receive a grade of "C" or better on a curriculum course may repeat the course once. Students who receive a grade below "C" on a curriculum course may repeat the course until a grade of "C" or better has been earned. A course may not be audited more than twice.

No course may be counted more than once in calculating the total number of hours toward graduation.

Pell Grant recipients and veterans who wish to repeat a course for which a passing grade has been earned will not receive financial benefits for repeating the course.

Course Substitution

Under special circumstances, a course substitution may be made in a program. Any course substitution must be initiated by the student's advisor, who forwards the request to the dean of curriculum programs for approval. In the event a course has been deleted from a particular program, a course substitution may be used to meet the requirements. Social science classes may not be substituted for humanities classes.

Credit by Examination

Credit by Examination is offered in certain courses to those students who, because of their demonstrated abilities, are qualified to accelerate their studies. To obtain credit by examination, the student must register for the course, pay tuition and fees, and take a proficiency examination. The dean of curriculum programs will determine which course offerings may be completed through credit by examination. Applications for such examination are made to the dean of curriculum programs at the time of enrollment.

Only those courses listed in the current catalog, which are approved for credit by examination may be taken for credit and only in the amount of credit listed.

Credit by examination for approved courses may be taken during any semester. Students who are planning to take a sequential course should take the examination before the end of the registration period. All other credit by examination should be completed by the mid-term.

The symbol "CE" will be printed on the student's transcript if he/she receives credit for a course through the credit by examination procedure. However, this credit will not be included in the student's grade point average. In cases where a student fails to pass a course through credit by examination, the symbol "CX" will be recorded on his/her transcript.

Students will not be permitted to challenge course work for which they have already received a failing grade or audited.

Not more than 25 percent of the required credits for a degree/diploma may be earned through credit by examination. Students are urged to inquire into the regulations of the college or university to which they intend to transfer relative to such institution's policy regarding the acceptance of credit by examination course credits.

Forgiveness

Students who have withdrawn or have been suspended from the college and have not been in attendance for three semesters may have their cumulative quality point average recomputed after applying for readmission. This computation will not include any grades of “F” or “WF” should there be any.

Honors List

To qualify for the President’s List, a student must be enrolled full-time and earn A’s in all subjects for a semester (4.0). To qualify for the Dean’s List, a student must be enrolled full-time and earn at least a 3.25 semester grade point average. Students enrolled in any developmental course are not eligible for President’s or Dean’s List. A student with an “Incomplete” grade is not eligible for the President’s List or Dean’s List in the semester the “Incomplete” is received.

Guided Independent Study

Guided Independent Study (GIS) courses may be approved on a limited basis. Students must have a minimum CGPA of 2.0 to qualify for a GIS course. Not all courses are suitable for a GIS. The instructor, the student’s advisor, and the dean of curriculum programs must determine if the GIS approach is feasible in each case.

After a student is registered for an independent study class, he/she must arrange a study time with the instructor of the independent study class. The instructor individually schedules each meeting time with each student for the equivalent number of hours registered for GIS as listed in the course description. GIS contract forms are available in the offices of academic chairpersons and the dean of curriculum programs.

Prerequisite/Corequisite Requirements

Where specified, prerequisites must be taken prior to enrollment in curriculum courses. Where specified, corequisite courses must be taken concurrently with curriculum courses. When a corequisite is dropped, the corresponding corequisite must also be dropped. Prerequisite/corequisite requirements may not be waived.

Refunds

1. A registered student who officially withdraws from a curriculum class prior to the first day the class meets will be eligible for a 100 percent tuition refund, if requested.
2. A registered student who officially withdraws after the first class meeting, but prior to the 10 percent point of the semester, is eligible for a 75 percent refund for that class, if requested, provided that a drop form is completed on or before the 10 percent date.
3. No tuition transfers will be issued.
4. The student must officially withdraw from the course before a refund will be processed.

Quarter Hour Courses

Effective Fall 2011, courses from the quarter system taken at a North Carolina Community college will no longer be accepted for vocational and technical courses. Other quarter hour courses will be evaluated on a case-by-case basis.

Transfer Credit

A transfer student is a student pursuing a degree at Halifax Community College who has earned credits at another institution and wishes to apply these credits toward a Halifax Community College certificate, diploma, or degree. In addition to submitting all other application materials, a student desiring to receive transfer credit must have an official transcript sent to Halifax Community College by each institution that originally granted the credits. For degree completion, at least 25 percent of semester credit hours of curriculum course requirements must be completed at Halifax Community College. Exceptions are allowable and may include the following:

1. Transfer credit from foreign institutions not accredited by a regional postsecondary accrediting commission. The student must provide a certified English interpretation.
2. Transfer of course work completed at a degree-granting institution accredited by a professional accrediting body responsible for free-standing institutions within a specialty and approved by appropriate HCC faculty.
3. Halifax Community College may also grant credit where applicable for military service schools in accordance with the recommendations of the American Council of Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" when consistent with the student's program requirements. Halifax Community College does not allow credit for experiential learning.
4. All courses in the CCL are transferable from other colleges (ACA and developmental are included).

Halifax Community College will grant credit for work done at all regionally accredited institutions of higher education for courses which a student has earned a grade of "C" or higher.

All transfer credit awarded must be adequately justified and must include documentation that the credit awarded represents collegiate course work relevant to the degree. Course content and level of instruction must result in student competencies at least equivalent to those of students enrolled in the institution's own educational programs and course work must be taught by faculty qualified to teach at the appropriate degree level. Credits will transfer to HCC with a "CT" grade and will not be included in the student's overall

grade point average. Transfer credit is not given for continuing education courses nor life experience. Students wishing curriculum credit for these types of courses/experiences may inquire as to eligibility to register, pay for, and take an appropriate class as credit by exam. Courses successfully challenged will count toward the student's major (if applicable) for graduation purposes; will not award any quality points toward their cumulative quality point average and will not transfer to another college.

It is the student's responsibility to provide HCC with course descriptions/ or course work completed at other colleges. The College's policy for accepting courses for transfer is evaluated periodically by the Curriculum Committee.

Transfer of Credit Between Programs

Credit on subjects earned with a grade of "D" or better at HCC will be accepted in cases where a student transfers from one curriculum to another within the school. Courses transferred must be comparable in content and contact hours to the course for which credit is given. Transfer of credits from one curriculum program to another will be granted under the following conditions:

1. The course(s) is/are required for graduation in both programs.
2. Although taking elective hours in the major curriculum area is encouraged, those credit hours designated "elective" may be taken or transferred from one curriculum to another to the extent of the number of credit hours designated as free elective hours in that curriculum area into which a student transfers.
3. All previous grades earned (including F's) will be included in the applicable major grade point average and CQPA at the time of re-entry.
4. Continuing education courses are not transferable to curriculum programs.
5. Transcript evaluations done during the transition period when HCC changed from the quarter to semester system are no longer valid. Students must meet current catalog requirements.

Inclement Weather

Should it appear that adverse weather or other factors would necessitate the closing of Halifax Community College for curriculum and/or continuing education classes, the president, or his/her designee, shall make the final decision. The president, or his/her designee, shall make the necessary arrangements for publicity regarding the closing of school through the local newspapers, radio, and television stations. Local radio and television stations within the College's viewing area shall be notified by 6 a.m. of the modified schedule due to adverse weather.

Designated local radio and television stations will announce the school's operating status for the day. For the current status of school operations, call 252-536- 6351 or consult the College's website, www.halifaxcc.edu.

If no announcement is made, the college **WILL BE OPEN ON A REGULAR SCHEDULE**. If classes are cancelled for an extended period of time, the calendar for the semester will be revised to allow for make-up days.

Intellectual Property Policy

Purpose

The Intellectual Property Policy defines and protects ownership rights to intellectual works of authorship, independent or Halifax Community College-supported, that are created by college employees, students, and anyone formally connected with the College. This policy explains the responsibility of the College to protect the legal rights of those outside the College who hold copyrights or patents to their authored works. HCC supports the creation and use of intellectual property to carry out the mission of the College.

Definitions

Intellectual property—works or products resulting from creations of the mind that can be patented or copyrighted.

Copyright Act (Title 17 of the United States Code)—tangible, intellectual, and creative works of authorship, which can be acknowledged, copied, or communicated to others in any form, including, but not limited to, literary, graphic, musical, and audiovisual works protected by Title 17. Title 17 defines federal copyright protection, lists works that are protected, and outlines the process by which works are protected.

Title 35 of the United States Code—defines patent protection, lists works that are protected, states requirements for qualifying for a patent, and describes the process for granting patents.

Policy

Intellectual property created outside Halifax Community College will be used for appropriate purposes by the College following the Fair Use criteria set forth in Title 17, Chapter 1, Section 107 of the United States Code.

Intellectual property created partially or completely with Halifax Community College resources is subject to College ownership. An ownership agreement between the employee, student, or individual in a formal relationship with the College defines the rights of the College and the individual.

Intellectual property created without the use of College resources, but for the purpose of fulfilling the College mission or related functions, is subject to joint ownership by the College and the creator(s). Intellectual property created without the use of College resources and unrelated to the College is the exclusive property of the creator(s). The College has no interest in such property and no claim to ownership.

The use of College resources for personal gain is unacceptable use of College resources and subject to disciplinary action.

Fair Use

Title 17, Chapter 1, Section 107 (Fair Use) of the United States Code allows Halifax Community College to use materials copyrighted by others in the following manner:

1. The fair use of a copyrighted work, reproduced in copies, recorded, or copied by any other means, for the purposes of teaching, scholarship, or research, is not a violation of copyright.
2. Determining fair use of a work is made using these factors:
 - whether the purpose of the use is of a commercial nature or is for nonprofit educational purposes
 - whether the amount (percentage) of the work used is appropriate or excessive and unnecessary
 - whether the use of the work could negatively impact the value of the copyrighted work.

An unpublished work may also be subject to Fair Use.

If the desired use of the copyrighted materials does not fit the Fair Use criteria, the employee, student, or individual in a formal relationship with the College must gain permission from the author or owner before using the material. A copy of all related correspondence must be filed in the appropriate dean's office. Such correspondence, at the least, must consist of the letter requesting approval, the letter of response from the author or owner, and a copy of the material itself.

Criteria for Determination of Ownership of Intellectual Property

The employee, student, or individual in a formal relationship with the College retains ownership of the intellectual property if any of the work was made/created/produced/developed independently and was not requested by the College and if:

- the work is not part of a specific contract or routine assignment made as a result of College employment

- the work is not prepared as part of the individual's routine job duties and responsibilities
- the work does not involve use of College facilities, time, and/or other resources.

The College retains ownership of the intellectual property if any of the work is prepared as part of the individual's routine job duties and responsibilities and if:

- the work is prepared as part of the employee's class assignments
- the work is the result of a specific contract or assignment made during the course of employment with the College
- the work involved facilities, time, and/or other College resources, including release time, grant funds, College personnel, salary supplement, leave with pay, equipment, etc.

Determination of Conflict

When intellectual property of potential value may be created, the College and the employee, student, or individual in a formal relationship with the College may negotiate an agreement for ownership and the sharing of benefits before the property is created. The agreement may include use of the intellectual property at other educational institutions.

An ad hoc intellectual property committee, appointed by the vice president for institutional advancement and made up of an equal number of faculty and staff, will make recommendations when issues arise. The vice president for institutional advancement will request that the faculty senate recommend faculty members to serve on this committee.

Rights and Responsibilities

1. Use of the College name or logo on intellectual property is subject to prior approval by the president of the College.
2. Intellectual property must not include intellectual property owned by others unless the creator(s) obtains the appropriate signed permission or release form.
3. Intellectual property creator(s) must promptly notify the appropriate dean when he or she deems that an unusually great number of College resources will be required to complete the work.
4. The creator(s) and the College will negotiate an ownership agreement if the intellectual property has financial value and is potentially marketable.

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5. The vice president for academic affairs' office is responsible for implementing the intellectual property policy.

6. When employees leave employment, they must submit all intellectual property to the College.

7. An ad hoc textbook selection committee will be appointed by the chair of the academic school when a faculty member who has authored a textbook or supplemental book wishes to replace the current textbook or supplement existing text(s). This committee will make a decision regarding this change and forward recommendation(s) to the dean of curriculum programs.



Student Services

Counseling Center Services

The Counseling Center at Halifax Community College assists current and prospective students with making smooth transitions from high school and/or a work setting to an educational program and college life. Services offered through the Counseling Center include academic persistence alerts, student success plans, college transfer, disability services, distance counseling (via email), and personal counseling. The counselors are also available to assist with the admission application process.

Counselors assist students in dealing with various issues such as time management, study skills, test-taking, test anxiety, stress management, and decision making skills.

Additionally, the counselor/recruiter/high school liaison services are provided to each of the high schools within the HCC service area. Such services include monthly recruitment, assistance with admission and the application process, assistance with selecting courses that a high school would like to have offered to their students, and registration of the students.

Counselors are available throughout the semester to assist students with educational and career goals and are always available to students with academic concerns. The counseling staff can also assist students with assessments and referrals to other local human service agencies.

Section 504 of the Rehabilitation Act of 1973 & Americans with Disabilities Act of 1990

Disability services are provided in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination against individuals with a disability, and mandates that equal access to all educational opportunities be granted to those individuals. Additionally, Halifax Community College adheres to the North Carolina Community College Disability Services Resource Guide.

In accordance with Section 504 of the Rehabilitation Act of 1973, federal law states that:

“No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any executive agency or by the United States Postal Service.”

Under the Americans with Disabilities Act, Section 503 of the Rehabilitation Act of 1973, and Section 188 of the Workforce Investment Act, a person with a disability is generally defined as someone who (1) has a physical or mental impairment that substantially limits one or more “major life activities,” (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Disability services and accommodations are provided to students who self-advocate and self-disclose the required documentation from a qualified professional to a counselor at the Counseling Center. Faculty and staff cannot advocate or disclose for a student with a disability. When a student discloses a disability to faculty or staff, the individual should be referred for assistance to the Counseling Center to insure that the student receives the appropriate accommodations needed including agency referrals.

Career Services

Students are assisted in selecting an appropriate program of study based on their interests, transferrable work skills, and academic abilities. Since making a career choice is such an important decision, the information is made accessible to all current and prospective students. Available resources include books, catalogues, brochures, websites, career interest inventories, and personality typology. Counselors are available throughout each semester to assist students with educational and career goals and are always available to students with academic concerns.

Student Support Services

The Student Support Services Program is a federally-funded program designed to provide tutoring, counseling, career, and cultural activities for students needing additional support services in order to succeed in college. Federal guidelines mandate that program participants be academically, financially, and/or culturally disadvantaged. The program also serves students with disabilities. Students who meet the above requirements will receive academic support services based on their needs. Participation in the program is voluntary. Applications may be obtained in the Office of Student Support Services.

PRIDE of Halifax Male Mentoring and Leadership Program

The Halifax Community College PReparing men for Intellectual, AcaDemic, and Educational Success (PRIDE) of Halifax Male Mentoring and Leadership Program is an academic enrichment, mentoring, professional development, and leadership program designed to enhance student satisfaction, success, retention, and graduation rates. The PRIDE program fosters partnerships between students, learning coaches (academic success counselors trained in developmental advising, teaching, mentoring, career exploration, financial planning, etc.), HCC staff and professional mentors.

The PRIDE program includes proactive wrap-around support services, discussion forums, awards and recognition, and college transfer assistance. P.R.I.D.E. program staff collects and evaluates academic, personal, and social data for each student and designs individualized success plans to guide personal growth, development, and performance.

Student ID Cards

All students attending Halifax Community College will be provided a student ID, which must be revalidated each semester. The activity fee covers the cost of the ID card; however, there will be a \$5 charge for a replacement card. The ID card must be worn

and visible at all times while on campus. Students who cannot show the I.D. card when asked to do so may be asked to leave the campus immediately.

Child Care Center

The Halifax Community College Child Care Center is accredited by the National Association for the Education of Young Children (NAEYC). It is open Monday through Friday, 7:30 a.m. to 5:30 p.m. The center is designed to meet the developmental needs of young children, ages 2 - 5. The center provides a variety of hands-on experiences through creative art, science discoveries, motor development, language activities, sensory activities, and dramatic play. Children learn through their experiences with the outside world as they play. The Child Care Center seeks to expose them to an array of positive, developmentally appropriate activities and materials, which will foster their curiosity and growth and make learning a fun experience. Children develop a positive self-concept through a balance of self-and teacher-directed activities. The staff serves as positive role models and provides care that is supportive, nurturing, warm, and responsive to each child's individual needs.

Campus Bookstore

The HCC Bookstore is located in the Student Center (Building 300). It provides new and used books as well as supplies for most courses. The store also carries greeting cards, novelty and seasonal gifts, and an assortment of college souvenirs and apparel. The hours of operation are as follows:

Monday - Thursday	8:30 a.m. - 7 p.m.
Friday	8:30 a.m. - 4 p.m.

All hours are subject to change when classes are in session.

Textbook Refunds/Exchanges

No refunds will be given without a cash register receipt. Books should be returned within the first week of class and in the same condition as purchased to receive a 100 percent refund. Do not write or mark in your books until you are sure you will need them. Books may not be returned for credit once the shrink-wrap has been removed. New books found to be defective will be replaced. Any books returned to the bookstore after the first week of class will be subject to regular buy-back procedure.

Textbook Buy-Backs

Buy-backs are conducted at the end of fall, spring and summer semesters, during the time of final examinations. Two weeks prior to buy-back, the specific date and time will be posted at the bookstore. Books must be in saleable condition. Prices are determined by the book company that is buying the books.

Quiet Room

The Student Quiet Room is located across the hall from the bookstore. Students may utilize the Quiet Room for studying. Students are expected to exhibit the appropriate social behavior and language in the Quiet Room. Students are not allowed to eat and drink in the Quiet Room.

Student Lounge

The Student Lounge serves as a social area for students. Students may relax, eat, and chat in a pleasant atmosphere. Vending machines provide snacks and drinks. There is a grill providing hot breakfast and lunch for students, faculty and staff located in the student center. The lounge is located in the Student Center and is open from 8 a.m. until 9 p.m., Monday through Thursday, and 8 a.m. until 6 p.m. on Friday. Students are expected to exhibit the appropriate social behavior and language in the lounge area.

Bulletin Boards

Bulletin boards are reserved for student services, curriculum, Student Government Association (SGA), general student information, student organization information and other college related notices. [Students are asked to check with the Student Services Office before posting articles on bulletin boards.]

Use of Telephones

Classes will not be interrupted for incoming calls for students and messages will not be taken, except in emergency situations. Students should make employers, relatives, or anyone who may try to reach them at the College aware of these rules. In case of an emergency, the staff will make every effort to relay information to students. Emergency messages for students will be forwarded to the dean of student services, or the designee for evenings, who will handle the situation accordingly. Those calling in an emergency may be asked to state the nature of the emergency, give a name, and return telephone number. If warranted, the dean of student services, or designee for evenings, will locate the student's schedule and forward the message to security. The only place a student can be located is in class. There is no paging or intercom system at the College. Public pay telephones, located near the front lobby and in the student lounge, are available to all students.

Cellular telephones and pagers should be turned off in classrooms. This insures no interruption of instruction. Students are not permitted to talk or text on cell phones during class.

Guidelines Governing Student Activities

Student activities at Halifax Community College can be classified into two main categories:

1. The College's Student Government Association (SGA) and SGA sponsored activities.

2. Other approved student organizations including professional organizations and clubs, and any activities sponsored by these organizations.

Student Organizations

Student Government Association

There's more to life than books and classes at Halifax Community College. Activities outside the classroom are also very important. The College offers a wide variety of social and cultural opportunities which, as well as being enjoyable, highlight the learning experience. Students are encouraged to plan activities and programs through the Student Government Association (SGA). Curriculum students currently enrolled at Halifax Community College are members of the SGA and have the opportunity to participate in the organization and student activities. Membership in the SGA provides an opportunity to learn responsible citizenship and gain practical experience in the democratic process. The constitution and activities of the SGA are subject to the approval of College administration.

Phi Theta Kappa

Phi Theta Kappa is an international honor society at Halifax Community College whose purpose as a national affiliate is to recognize and promote academic excellence in junior and community colleges. The campus Alpha Eta Phi chapter was chartered in 1982 and members pledge to serve the community through leadership, scholarship, service, and fellowship activities.

Halifax Community College requires that prospective members be enrolled in a regionally accredited institution offering an associate degree program; students must have completed at least 12 credit hours of coursework leading to an associate degree program (part-time students may be eligible); students must have a grade point average of 3.5; and students must adhere to the moral standards of the society. Prospective members are invited by letter to join if they meet the above criteria. To maintain active membership, they must keep at least a 3.25 CGPA.

Halifax Community College also offers students the opportunity to participate in the following organizations:

- Cosmetology Club
- Design Club
- Human Services Club
- Early Childhood Club
- Phi Beta Lambda National Vocational Business Association
- PRIDE
- Women of Excellence

Guidelines for College-Sanctioned Student Activities

1. The dean of student services and enrollment management has ultimate responsibility for all student activities at the College.

2. All student activities at the College must conform to local, state, and federal laws and the rules and regulations established by the College, as published in the College catalog and the student handbook--particularly those rules and regulations governing student behavior.

3. All existing student organizations including professional organizations and clubs, and any proposed student organizations must meet the following criteria:

- Serve to support the College's mission and develop a written constitution and bylaws, which demonstrate the organization's relationship to and support of the College's mission and which establish criteria for membership in the organization.
- Publish and make available to interested students the criteria for membership in the organization.
- Administer all membership criteria in a consistent, fair, and equitable manner.
- Have an advisor who is a member of the College's full-time faculty or staff and who will serve as liaison between the student organization and the dean of student services and enrollment management.
- Obtain prior approval from the dean of student services for any organization-sponsored activities, whether on or off campus.

4. These steps must be followed by any student groups seeking to form an approved student organization at the College:

- The group must submit to the Student Government Association a written request, including a proposed constitution and bylaws, for approval as an official Halifax Community College student organization.
- If approved by the SGA, the request will then be submitted for approval to the dean of student services and enrollment management.

**Note: The dean of student services and enrollment management reports to the vice president of academic affairs who, in turn, reports to the College's president.*

HCC Ambassadors

The HCC Ambassadors are an honorary group of students who have been nominated by faculty and staff to represent the college at special events on campus and in the community.

Students, representing diverse areas of the College and a variety of career goals and experiences, are selected to represent the College. These students possess leadership potential, communication skills, and high academic standards. After the ambassadors are selected, they participate in a seminar that provides guidance in public speaking, hospitality, etiquette, and HCC history. The ambassadors give campus tours, host campus activities, recruit students, speak to community groups, assist with registration and new student orientation, welcome groups to campus, and assist with HCC Foundation Inc. activities. Ambassadors are expected to perform these services in both day and evening hours.

Class Rings

Students within 30 semester hours of completing requirements for the diploma or associate degree may order class rings. Sales representatives will be available on campus each spring semester to take ring orders directly from students.

College Colors

The official College colors are PMS 287 Blue and PMS 451 Tan.

Student Records

Student records are compiled and maintained for the benefit of the student and to provide information to the College. Records are filed in the registrar's office where every attempt is made to keep them safe and secure.

Examining Records

Students may examine their records. The procedure for examining records is as follows:

1. The student makes a request to the registrar.
2. The registrar meets with the student and examines his/her record. Any discrepancy noted will be corrected as appropriate.

Challenging Records

In the event the student feels that any part of his or her record is inaccurate or no longer useful, he/she may challenge its contents. The procedure for challenging records is as follows:

1. The student notifies the dean of student services, in writing, of the desire to challenge the record, identifying part(s) of the record to be challenged and reasons for altering or removing those parts.

2. The dean of student services will examine the student's record, and if the dean judges the student's request to be valid, he/she may grant the request and order change or deletion of parts of the record. Written notice of this action will be given to the student and to the registrar.
3. If, after examining the student's records, the dean of student services feels the need for more information, a hearing will be scheduled. The student may bring counsel to present the case to the dean of student services. A decision will be made on the record challenge and presented to the student in writing.

Transfer Request

At the written request of students and payment of appropriate fees, transcripts of their records will be sent to other colleges, agencies, potential employers, or any designated person. Requests should be made at least 10 days before the transcript is needed. No transcript will be sent for students whose financial obligations to Halifax Community College have not been satisfied. Student transcripts from other institutions are property of Halifax Community College and will not be returned to the student or copied and will not be forwarded.

Release of Student Information

In response to inquiries from the general public, prospective employers, etc., only the following directory information is released without the student's permission:

The student's name, address, telephone number, academic classification, major field of study, participation in officially recognized activities, dates of attendance, and degrees and awards received. Any student who wants to make a request that directory information not be released should contact the College Registrar.

Federal Student Right-to-Know

Information regarding the persistence rate to degree completion of students at Halifax Community College is available in the office of the registrar.

Student Responsibilities

Students share certain responsibilities relevant to their college education. These responsibilities include: application for graduation and proper behavior.

Application for Graduation

1. A student should apply to the registrar for graduation during the registration period of the semester the student expects to complete program requirements for a degree, diploma, or certificate. These forms are available in the Registrar's Office.
2. Successful completion of all course requirements for the student's selected curriculum is required with the following stipulations:

- a) At least 25 percent of curriculum course requirements must be completed at HCC.
- b) A minimum CGPA of 2.00 must be attained for the required course work.

3. All financial obligations must be met.

4. Graduation fees for curriculum students are included in their student activity fee.

5. The diploma (or certificate) is provided at no cost to the student who participates in graduation. Students who do not participate in graduation are assessed a processing fee for their diploma (or certificate). All students are encouraged to participate in commencement ceremonies.

6. Students in a curriculum, which awards certificates, diplomas, and/or AAS degrees, should apply for graduation at the time they register for their last classes in each level. They should not apply for all levels when they complete the highest level. This will allow them to graduate from each level as they continue to take additional classes. Halifax Community College wants students to be recognized for each level they complete as they progress through their major.

Student Conduct

Since entrance into an institution of higher learning is completely voluntary, it is inherent that upon entrance to the institution, students assume certain responsibilities and obligations. These responsibilities include academic performance and social behavior consistent with the lawful purpose of the College. The standards of behavior and performance may be higher than is required by law of the general public. Therefore, upon voluntary entrance into Halifax Community College, students have an obligation to adhere to the College standards.

Students will be expected to conduct themselves at all times as mature and responsible individuals and should show a high regard for college facilities and property and for the personal property of others.

All college regulations must be observed. Students may be reprimanded, suspended, or dismissed from the College for conduct that is considered incompatible with good judgment while on campus and/or participating in college-sponsored activities, either on or off campus.

Violations of the student conduct policy 510.00 will be referred to the dean of student services and enrollment management. Disciplinary action will be taken when any student, group of students, or student organization:

- 1. Fails to observe the general standards of conduct or any specific policy, rule, regulation, or college procedure adopted by the College.

2. Acts in a manner not in the best interest of the college community.

In all proceedings, the principle of due process is guaranteed to the student. The student has the opportunity to fully respond to any charge of misconduct.

A student who violates federal, state, or local criminal or civil laws while on campus, while at any college facility, or while attending any activities that are sponsored, initiated, authorized, or supervised by the College, or when representing the College will be referred to local authorities. In addition, the student may be subject to disciplinary proceedings by the College. The College reserves the right to take immediate action should the presence of the student on campus be considered a serious and substantial danger to the operation of the College or to the welfare of the college community.

Student Appeal

A student may appeal any disciplinary action. The student will notify the dean of student services and enrollment management in writing within 3 days of the disciplinary action. Students should follow the procedures in Policy 510.00 found in the student handbook.

Suspension/Dismissal

The College reserves the right to suspend or dismiss any student when it is believed such action is in the best interest of the student, the College, or for the public good. Infractions of the rules and regulations of the College will result in some disciplinary measure, which may include a reprimand, suspension, or dismissal. Students should refer to Policy 510.01 in the student handbook.

Student Grievance Procedure Purpose

Halifax Community College is committed to mutual respect among all constituents. We are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the student grievance process. These procedures assure that all matters relating to present and prospective students will be handled fairly and equally without regard to race, color, sex, age, political affiliation, religion, disability, national origin, or other non-merit factors. The grievance procedures are applicable to academic and non-academic student grievances.

Appealing a Grade

Students appealing a grade should follow the procedures in the Student Grievance Policy 510.2 found in the student handbook. This information may also be obtained through the dean of curriculum programs.

Children on Campus

The recreational facilities, classrooms, and other areas of the College are designated primarily for the student population. In order to ensure that these facilities are available

for the student body, children must be accompanied by parents at all times while not under the supervision of the Halifax Community College Child Care Center. The College cannot assume responsibility for unattended dependents of students or other individuals who are accompanying students while attending Halifax Community College. Children of students are not permitted to attend classes with their parents.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law that requires each institution of higher education to establish written policy governing notification of students' privacy rights and access to their educational records. The publication of specific procedures is based upon the following College regulations: Halifax Community College accords all the rights under the law to its students. The College will not provide access to nor information from student educational records to any individual or agency outside the College without the written consent of the student. The following exceptions are permitted under the act:

1. Persons or organizations providing student financial aid.
2. Accrediting agencies carrying out their accreditation function.
3. Persons acting in compliance with a judicial order.
4. Persons acting in an emergency situation in order to protect the health or safety of student(s) or other persons.

Within the Halifax Community College community, only those individuals acting in the student's educational interest are allowed access to student educational records. These individuals include personnel in the Office of the Registrar, financial aid, admissions, and administrative and academic personnel within the limitations of the need to know.

In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, Halifax Community College may release public directory information relating to a student. Directory information at HCC includes the name, address, telephone number, major field of study, dates of attendance and degrees and awards received. Students have the right to withhold disclosure of any directory information by completing a request for non-disclosure in the Registrar's Office. Requests for non-disclosure must be filed annually.

The law provides students the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The dean of student services has been designated to coordinate the inspection and review procedures for student educational records, which include admissions, academic,

and placement records. Students wishing to review their educational records must make written requests to the registrar stating the item(s) of interest. Students may have copies made of their records with certain exceptions (e.g. records for which a financial “hold” exists or a transcript of an original or source document that exists elsewhere). Copies of material other than the transcript of the academic record will be provided at no cost. Educational records do not include employment records, alumni records, or records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute.

Students may not inspect the following: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment, job placement, or honors to which they have waived their rights of inspection and review; or educational records containing information about more than one student, in which case, the institution will permit access to only that part of the record which pertains to the inquiring student.

Students who believe that their educational records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the dean of student services. If the decision is in agreement with the student’s request, the appropriate records will be amended. If not, the student will be notified by the dean of student services that the records will not be amended and informed of his/her right to a formal hearing. A student’s request for a formal hearing must be made in writing to the Dean of student services who will inform the student of the date, place, and time of the hearing. A student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of his/her choice, including attorneys, at the student’s expense. The hearing panel will consist of the dean of student services, the division chair of the student’s academic division, and the department head of the student’s major.

Decisions of the hearing panel will be final, based solely upon the evidence presented at the hearing. These decisions will also consist of written statements summarizing the evidence, stating the reasons for the decisions, and will be delivered to all parties concerned. If the decisions are in favor of the student, the educational records will be corrected or amended in accordance with the decisions of the hearing panel. If the decisions are unsatisfactory to the student, the student may place with the educational records, statements commenting on the information in the records or statements, setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the educational records, maintained as part of the student’s records, and released whenever the records in question are disclosed. Students who believe that the adjudications of their challenge were unfair or not in keeping with the provisions of the act, may request, in writing, assistance from the president of the College to aid them in filing complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Room 4074, Switzer Building, Washington, D.C. 20202.

Crime Awareness and Campus Security Act

Halifax Community College seeks to promote a safe educational environment for faculty, staff, students, and visitors at all campus locations. The College has a sworn police officer with the rank of sergeant who heads the campus security. The police sergeant and additional security officers enforce HCC policies along with local, state, and federal laws.

Crime awareness and prevention information is made available to faculty and students throughout the school year and can be obtained at the security offices located at 303-D, Building 300. Faculty, staff, and students must take individual steps to protect themselves from becoming victims of a crime. Reporting suspected criminal activity or violations of HCC policies will help to deter unwanted behavior on campus. Working together as a campus community will promote a safe and secure campus environment for everyone.

Students participating in off-campus, college-sponsored activities should report criminal incidents to the law enforcement agency having jurisdiction. Students should inform the college administrator in charge of the activity so that the College can follow up on the incident. Students and staff must obey all policies of HCC as well as local, state, and federal laws while attending any function affiliated with HCC.

Any physical or vehicle accident on the HCC campus should be reported *immediately* to campus security. To reach campus security, call the College main number 252-536-4221. **In an emergency, call 911 whether on or off campus.** The 911 center can access campus security as well as other emergency resources.

Sexual Harassment

It is the policy of Halifax Community College to provide employees and students with an environment free from sexual harassment. Sexual harassment is a violation of both state and federal law, and the College will not tolerate any employee or student, male or female, sexually harassing another individual in any way.

Sexual harassment is defined as unwelcomed advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, by either a male or female, toward either a male or female or group. Sexual harassment refers to behavior that is not welcome, that is personally offensive, that fails to respect the rights of others and that, therefore, interferes with the individual's work/learning effectiveness.

All employees (administrators, faculty, and staff) are responsible for maintaining an environment that is free from sexual harassment. Students as well are expected to comply with this policy and to take appropriate measures to ensure that such conduct does not occur. Employees or students who violate this policy will be subject to appropriate disciplinary action, up to and including termination or expulsion.

The College has counselors available for students who have been victims of a sexual offense. The counselors may also refer students who need professional help to other state or local agencies.

Students filing a grievance for sexual harassment should follow the procedures in the Student Grievance Policy 510.02, which is found in the Student Handbook.

Firearms on Campus

It is unlawful for any person to possess or to carry, whether openly or concealed, any weapon of any kind not used solely for instructional or school sanctioned ceremonial purposes, on any property owned, used, or operated by Halifax Community College. Any person violating the provision of this section is guilty of a felony, and upon conviction, will be punished at the discretion of the court, with fine or imprisonment, or both.

Drugs and Alcohol

The abuse and use of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users of drugs or alcohol may impair the well-being of all employees, students, and the public at large; drug and alcohol uses may also result in damage to college property. Therefore, it is the policy of this college that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the workplace, on college premises, or as part of any college-sponsored activities. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution. The specifics of this policy are as follows:

1. Halifax Community College does not differentiate between drug users, drug pushers, or sellers. [Any employee or student who possesses, uses, sells, gives, or transfers a controlled substance while in the workplace, on college premises, or as part of any college-sponsored activity will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution).
2. The term "controlled substance" means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally these drugs have a high potential for a bust. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician.
3. Employees or students convicted of violating any criminal drug statute while in the workplace, on college premises, or as part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the College may require the employee or student to complete successfully a drug abuse program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the College.

4. Employees and students are required to inform the College, in writing, within five days after being convicted for violation of any federal, state, or local criminal drug statute where such violation occurred while in the workplace, on college premises, or as part of any college-sponsored activities. A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence by a judge or jury in any federal or state court.
5. Convictions of employees for violating drug laws in the workplace, on college premises, or as part of any college-sponsored activity while working federal grants, shall be reported to the appropriate federal agency. The personnel officer must notify the U.S. government agency with which the grant was made within 10 days after receiving notice from the employee or otherwise receiving the actual notice of a violation of a criminal drug statute occurring in the workplace. The College will take appropriate disciplinary action within 30 calendar days from receipt of notice. As a condition of further employment on any federal government grant, the law requires all employees to abide by these regulations.
6. Any employee or student who unlawfully possesses, uses, sells, or transfers alcoholic beverages to another person while in the workplace, on College premises, or as part of any College-sponsored activity will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.
7. Employees or students convicted of violating any alcoholic beverage control statute while on college premises, or as part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the College may require the employee or student to finish successfully an alcoholic rehabilitation program, sponsored by an approved private or governmental institution, as a pre-condition for continued employment or enrollment at the College.
8. The term alcoholic beverage includes beer, wine, whiskey, and other beverages listed in Chapter 18B of the General Statutes of North Carolina.
9. Each employee or student is required to inform the College, in writing, within five days after being convicted of any alcoholic beverage control statute where such violation occurred while on College premises, or as part of any college-sponsored activity.

(Students employed under the college Work-Study program are considered employees of the College.)

Communicable Diseases

Persons infected with a communicable disease will not be excluded from enrollment or employment or restricted in their access to college services, unless medically-based judgments in individual cases establish that exclusion or restriction is advised for the health and safety of the individual or for the health and safety of other members of the college community.

Any student, college employee (either full- or part-time), the parents/guardians of any child attending the Child Care Center, or any employee of contractors or contracted services who knows or has reasonable basis for believing that he/she or his/her child is infected with a communicable disease has the responsibility for reporting this fact, on a confidential basis, to the appropriate administrator or dean.

Persons who know or have reasonable basis for believing that they are infected with a communicable disease are expected to seek expert advice about their health circumstances and are obligated ethically and legally to conduct themselves in accordance with such knowledge for the protection of other members of the community.

Bloodborne Pathogens

It will be the policy of Halifax Community College to cover and protect all employees who could be “reasonably anticipated,” as the result of performing their responsibilities, to face contact with blood and other potentially infectious materials. “Good Samaritan” acts such as assisting co-workers with nose bleed, lacerations, and abrasions would not be considered an occupational exposure. A comprehensive blood borne pathogens policy is in place at the College. Copies may be obtained from the nursing department.

The College will publicize and carefully observe the safety guidelines established by the United States Public Health Service and the Center for Disease Control for the handling of blood and other body fluids and secretions in all areas of the College where such fluids or secretions may be encountered.

Tobacco-Free Campus Policy

Halifax Community College is committed to providing its employees and students with a safe and healthful environment. Halifax Community College also recognizes the use of tobacco products on campus grounds is detrimental to the health and safety of students, staff, faculty, and visitors. Halifax Community College also recognizes that it has the legal authority to prohibit tobacco use pursuant to N.C. G.S. 143-599. Therefore, Halifax Community College has set the following 100 percent tobacco free campus policy, which was implemented on August 1, 2010. This includes all buildings, facilities, property owned or leased, college work vehicles, walkways, outdoor areas, campus grounds, and parking lots.

Enforcement of all Halifax Community College policies and procedures is the responsibility of all faculty and staff members. Violation of this policy may be subject to disciplinary action as outlined in the Student Conduct Policy 510.00 Codes and Violations.

Dress Code

All students are expected to dress appropriately while on the College campus.

Notification of Sex Offender Law

Pursuant to General Statute 14-208.18, it is unlawful for any person required to register as a sex offender under North Carolina law to knowingly be within 300 feet of any location intended primarily for the use, care, or supervision of minors, when the place is located on premises that are not intended primarily for the use, care, or supervision of minors. Violation of this statute is a felony. This statute can be read in its entirety online at: http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_14/GS_14-208.18.html.



Educational Support

Academic Resource Labs

Learning Resources Center/Library

The Learning Resources Center (LRC) is a vital resource that supports Halifax Community College's instructional programs, providing services to the faculty, staff, administration, students, and members of the community. As such, it provides resources and facilities for study, research, and browsing for information and/or enjoyment.

Mission Statement

The Halifax Community College Library/LRC supports the College's instructional program by providing print, nonprint, electronic information, as well as other media for students, faculty, staff, and the general public in order to promote, support, and encourage information literacy - the ability to locate, evaluate, and use information to become an independent lifelong learner.

Staff

A professional librarian is on staff during both day and evening hours. The staff is available to assist all LRC patrons in locating and using materials. Patrons are encouraged to ask for assistance if needed.

Facility

The LRC building contains approximately 12,000 square feet of floor space for housing the library collections, one computer lab (the Electronic Resources Center), the Student Success Center, and the Student Support Services Tutorial Lab. The LRC is open 62 hours each week. Hours of operation are Monday through Thursday from 8 a.m. to 9:30 p.m. and Friday from 8 a.m. to 4 p.m. Lab hours may vary. Hours vary during summer session, registration, breaks, and holidays. When students are not on campus, the LRC closes at 5 p.m. Any change in hours of operation is posted in the LRC and on the College website.

Computer Labs

The LRC houses one computer lab - the Electronic Resources Center (ERC). The ERC is part of HCC's online network and operates under HCC policy. The ERC is a public lab of 66 computers available to students, staff, and adult community patrons. The Student Success Center is a smaller lab of 22 computers with staff to assist students, faculty, and staff with Internet searches and various applications. The Distance Learning lab houses four computer stations along with the director of distance learning, who serves as the vital connection between students and staff participating in online coursework. Each of our labs may be utilized as classroom sites. Printers are available with a usage fee of 5 cents for black and white copies and 50 cents for color copies.

Collections

The collections of print and nonprint materials include approximately 34,000 items, 100 current magazines and newspapers, and about 1,500 audiovisual materials. To

supplement the collections housed in the LRC, materials may be borrowed from other libraries through interlibrary loan.

Interlibrary Loan

The HCC Learning Resources Center is one of 44 community college libraries participating in the library automation network, CCLINC (Community College Libraries in North Carolina). CCLINC is a shared database of library collections housed by community colleges across the state. Other books and periodicals not owned by the North Carolina Community College System can be requested through a second interlibrary loan service called OCLC (Online Computer Library Center) to which the LRC subscribes.

Automation and Classification

Community College Libraries in North Carolina (CCLINC) provides an online catalog of all college-owned books, materials, and audiovisuals. Two computers referred to as OPAC's (Online Public Access Catalogs) are dedicated to the use of WebCat. Books and materials are classified by the Library of Congress Classification Systems. Patrons with an Internet service provider can remotely access CCLINC WebCat, the online card catalog, from home through our HCC website or the CCLINC website at www.cclinc.ncccs.cc.nc.us.

SIRS, LION, and NC LIVE are online databases available via the Internet in the LRC. Remote access to these electronic databases is available to currently registered HCC students, faculty, and staff who have personal computers and an Internet service provider. Students must register in person and must present a valid student ID card at the time of registration. Patrons may retrieve their research information by several means. Copies may be printed from the network printers, articles may be downloaded to a diskette or USB flash drive, or documents may be emailed to an Internet address.

Library Services and User Fees

A coin operated photocopy machine is available in the library. It operates with nickels, dimes, quarters, or one-dollar bills. Patrons may make either 8 1/2 x 11" or 11 x 17" copies at 10 cents per page. The library also has a coin operated microform reader/printer. Patrons may make copies at 10 cents per page.

Fax services are available to faculty, staff, students, and the general public. The charge for faxing a document is \$1 per page, sending or receiving. All fax requests should be made at the circulation desk.

Lamination of materials is also available for 5 cents per linear inch. Please allow the LRC staff sufficient time to laminate materials.

The library charges an overdue fine of 5 cents per school day on overdue books. A 25 cent overdue fine is charged for late overnight items. Fines do not accrue on items when the library is closed.

Consequences Regarding Unpaid Fines and Charges

Students with overdue materials will be charged a fine, repair cost for damaged items, and replacement cost for lost items. They will not be permitted to register for classes at the College, graduate, or have transcripts forwarded until fines and charges have been paid. In addition, patrons with bills will be denied further checkout privileges.

LRC Web Page

The LCR maintains a web page on the HCC website to keep patrons updated regarding Learning Resource Center matters and resources. For additional information, visit the College web page at www.halifaxcc.edu. The LRC web page can be accessed from the HCC site.

Children in the LRC

According to campus policy, children must be accompanied by their parents or legal guardian at all times including while in the library. Only area high school students aged 16 and older may use the resources in the ERC to complete high school assignments provided they are monitored throughout the session by their parent or legal guardian. Children are not permitted in the computer labs.

Environment Conducive to Learning

In order to promote a quiet and studious atmosphere, personal conversations should be limited. At all times, common courtesy should be extended to staff and patrons using the facility. Cell telephone usage should be restricted to the lobby or outside the building.

Telephone Contact to Patrons in the LRC

In order to protect the privacy of our patrons, LRC staff cannot confirm a patron's presence to telephone callers. Staff will be glad to take a message from the caller and give this to the patron should he/she come to the facility. Public telephones are available for student use on campus.

Food and Drink

No food or drinks should be consumed in the LRC. Food or drinks should never be placed on the tables, carrels, or the computer workstations. They should be contained in bookbags or set on the floor.

Electronic Resources Center (ERC)

The ERC is a staffed computer lab providing technical support to those who need minimal instruction. Students who require one-on-one assistance are referred to the Student Success Center. There are 66 computers located in the ERC; 64 student workstations and two staff workstations. Software loaded on the computers includes Windows 7, the Mozilla Firefox Internet browser, and Microsoft Office Suite 2010, which provides students access to word processing, database, spreadsheet, and multimedia presentation capabilities. Two Optilec Readers are provided for those with visual impairment. This is a quiet study area. Conversation is limited to outside the lab.

Information Retrieval

Two system printers are located in the ERC. Patrons can make copies of newspaper articles, periodical articles, or other research materials for 5 cents per black and white page. Color printing is also available to students for 50 cents per page. Students are asked to pay for their copies as they print them. In addition, patrons may retrieve data by downloading information to a floppy diskette, USB drive or email articles to their home computers.

Patrons and Patron Responsibilities

Halifax Community College furnishes students, faculty, staff, and community adults access to electronic databases to which the College subscribes and to Internet connectivity for their research needs. The ERC serves area high school students ages 16 and older who may need to use the facility to complete class assignments, provided they are monitored by a parent or legal guardian.

In return, faculty, staff, students, and other authorized community users are expected to exercise responsible, ethical behavior when using the Internet. The College expects students to comply with the "Computer Use Regulations" posted in the LRC. Signs are posted to remind users of unacceptable computer behavior.

When logging in, students are expected to have a valid HCC student ID card to present to the ERC staff upon request. Community patrons are asked to present a valid driver's license or picture ID when first registering to use the ERC. After providing adequate identification, community patrons are asked to read, and adhere to, the policy and to sign the "Halifax Community College Learning Resources Center Internet Acceptable Use Policy." Community patrons are asked to print their current address in the appropriate box on the signed acceptable use policy. If community patrons do not wish to comply with the aforementioned regulations, then Internet usage cannot be provided by the HCC LRC.

Inappropriate or illegal use of the Internet will result in the loss of Internet privileges. Violations will be referred to the director of learning resources or to his/her designee.

All patrons are expected to behave in a courteous and orderly manner and to adhere to the rules governing appropriate behavior set forth in the LRC.

Statistical Data Collection

All patrons are asked to legibly sign in and provide all information requested on the "HCC ERC Internet User Log" before using the computers. Logs are maintained to track user statistics important to the department.

Student Success Center

The Student Success Center (SSC) operates as a fully staffed, academic tutoring center, computer and resource center to serve currently enrolled HCC curriculum students. The SSC staff consists of one full-time coordinator, one full-time assistant/tutor, peer and

professional tutors, and work-study students. It houses computers, a black and white printer, audiovisual equipment, headphones, resource and study skills materials, software/CDs/DVDs, and courseware selected by instructors to support their curriculum. The SSC is considered as an extension of the classroom; therefore, children are not permitted in the SSC. Students are not permitted to talk on cell phones or text. Students are required to turn cell phones, pagers, or electronic devices off or on silent/vibrate mode before entering the SSC.

SSC Location

The SSC is located in the Learning Resources Center (LRC/library) in Room 149. The SSC is a part of the Student Services department.

Hours of Operation

Currently, the Student Success Center is open Monday through Thursday from 8 a.m. to 5 p.m. and Fridays 8 a.m. to 4 p.m. during fall and spring semesters (unless noted otherwise). Hours and days of operation will vary during summer semester, student breaks, and registration. Evening tutoring services are available upon a student's request and appointment. Any change in hours of operation will be posted on the door of the SSC and LRC.

Available Services for Students

The Student Success Center offers FREE tutorial services upon an instructor's referral, which includes completing the Student Referral (FTE) Card and encouraging the student to bring the completed and signed card to the SSC. Students will be assigned to a highly qualified tutor. Tutorial services in the Student Success Center are accessible and available to all HCC curriculum students. Students can obtain and have their instructor complete and sign the FTE. Students will bring the FTE to the SSC in order to be scheduled for tutoring services. SSC personnel are available to fulfill student requests for tutorial services as it relates directly to the coursework. All referrals must provide the SSC with a completed and signed FTE for each student. Only one Student Referral Card is required for each student per semester for a particular class in which the student desires tutoring services.

The Student Success Center houses tutorial software and workshops to help improve basic skills, supplemental and required multimedia software, and courseware specific to class assignments. The SSC furnishes an audio visual area for viewing videos, DVDs, and CDs that are directly to the course the students are enrolled. Instructors may place pertinent course materials in the SSC for students to utilize. Personnel are available to assist students with Microsoft application, such as Word, Excel, Access, and PowerPoint, as well as Blackboard. Staff also assists with Internet research and computer applications related to coursework. The Zoom Text and JAWS software programs are available for visually impaired students.

The SSC has 20 desktop computers that incorporate various academic software and programs.

Computer Use Regulations

Regulations and Consequences

Halifax Community College makes computers and Internet access available to students in order to provide technologically advanced resources that support their educational and research needs. Use of computers at HCC must be in support of research consistent with the educational objectives of the College. Students and other authorized users will be expected to exercise responsible, ethical behavior when using any HCC computer. Inappropriate or illegal use of the HCC computers will result in the loss of computer privileges or other disciplinary measures. All disciplinary actions instituted for computer misuse shall be consistent with current policies, procedures, and judicial codes for students and other authorized users. Irrespective of internal disciplinary proceedings, HCC reserves the right to proceed with legal action, both civil and criminal, against the accused user for alleged violations of current applicable state, federal, or local laws.

Guidelines

Computer use and Internet access are privileges, not rights. Consequently, users are expected to adhere to the following guidelines:

1. Transmission of any material in violation of any laws, regulation, or board policy is prohibited.
2. Users will not create, access, display, download, or transmit any text, file, picture, graphic, or sound clip, or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane, lewd or which advertises any product or service not permitted to minors by law.
3. Users will not create, access, display, download, or transmit threatening, racist, sexist, obscene, offensive, annoying, or harassing language and/or materials such as broadcasting unsolicited messages or sending unwanted mail.
4. Use of computers for commercial use is prohibited.
5. Users will not engage in activities to damage hardware, disrupt communications, waste system resources, or overload networks with excessive data.
6. Users will adhere to all copyright, trademark, and licensing agreements and laws including seeking permission when required.
7. Users will not download or install any files (i.e. software, images, music, etc.) to the computer hard drives.

8. Users will not modify or reconfigure any software or hardware (i.e. desktop backgrounds, screen savers, mouse settings, etc.)

These regulations are applicable to all HCC computers used by students or other authorized users, unless an HCC faculty or staff member directs them otherwise. Additional guidelines may apply in particular labs, classrooms, or the Learning Resources Center.

Disclaimer

Not all sources on the Internet provide accurate, complete, or current information. Users need to be good information consumers, questioning the validity of the information.

The user should be aware of computer viruses and other destructive computer programs and take steps to avoid being a victim or unwitting distributor of these processes.

Ultimate responsibility for resolution of problems related to the invasion of the user's privacy or loss of data rests with the user. Halifax Community College assumes no liability for loss or damage to the user's data or for any damage or injury arising from invasion of the user's privacy. Authorized HCC employees may deem it necessary to search the computer systems for alleged violations of these regulations.

The College reserves the right to revise these regulations as it deems necessary.



Continuing Education

Continuing education is defined as those activities engaged in by adults for the purpose of learning a trade, upgrading a skill, personal improvement, or cultural enrichment. Continuing education infers the concept of lifelong learning. The purpose of Halifax Community College is to offer adults the opportunity to engage in vocational, cultural, and community service activities. In order to meet the desired goals and objectives of the College, the Department of Continuing Education offers a variety of courses and programs. These noncurricular activities vary in length and are offered during the day and evening hours both on and off campus.

The development of continuing education activities for adults is based upon: (1) interest shown by the community, (2) availability of qualified instructional personnel, and (3) the availability of equipment, adequate teaching facilities, and funds. Whenever possible, courses are scheduled based on community needs and interests. Other courses and programs are developed at the request of individuals, businesses, industries, and agencies.

Objectives

1. To provide vocational education and training designed to prepare adults for a trade or upgrade their ability to perform in their present job.
2. To provide cultural and community service activities for adults.
3. To provide small business owners and prospective owners with the informational, educational, training services, and assistance necessary to increase the success rate and number of small businesses in the service area.
4. To offer industry specific training for existing, new, and expanding industries.

Criteria for Activities

At least three criteria are needed for the implementation of a continuing education activity. Those criteria are:

1. Qualified instructional personnel.
2. An adequate teaching facility, equipment, and funds.
3. A minimum number of registered adults per class, as determined by the dean of continuing education.

Admissions

The philosophy of Halifax Community College encompasses the open door policy of continuing education for everyone of suitable age who has the need and desire to learn. Any adult who can benefit from the instruction being offered may enroll in a continuing education activity.

Registration

Students may register for continuing education courses or activities through the census date of the total course contact hours. Exceptions to this may apply when external agencies or state requirements mandate different course attendance or registration requirements or when the College requires registration during the first class meeting. A registration fee, as established by the state board of community colleges, as set by the legislature, shall be charged for each occupational extension course of 21 weeks or less. For classes lasting longer than 21 weeks, a registration fee will be charged each 16 weeks. The current fee structure for Continuing Education classes is a sliding scale that is based on the number of hours a class is scheduled. See chart below:

<u>Hours</u>	<u>Cost</u>
1 - 24	\$65.00
25 - 50	\$120.00
50+	\$175.00

Fees

A registration fee is charged for most continuing education activities. There is no charge for adults enrolling in adult basic education courses. Students are responsible for their supplies and books. Some programs require students to purchase insurance and instructional kits such as watches, uniforms, shoes, etc. A technology fee of \$5 will be charged for computer classes (exception: Ed2Go classes). A \$3 parking fee will be charged for courses a semester in length for literacy education students. There is a \$10 assessment fee per Workkeys Assessments for Career Readiness Certificates (CRC). There is a \$15 per assessment for WorkKeys Assessments for areas other than CRC. Also, there is \$5 CRC certificate reprinting, duplicating or upgrading of original certification fee.

Fee Exemptions

No fees of any kind shall be charged students enrolling for special continuing education training programs as set forth in the Community College Laws of North Carolina.

Repetition Regulations

Students who take an occupational extension course more than twice within a five-year period shall pay a fee for the course based on a formula established by the North Carolina Community College System. Students may repeat the course more than once if the repetition is required for certification, licensure, or recertification.

Attendance

Unless more stringent attendance guidelines are stated in course syllabi or agreed upon by students and instructors on or before the beginning of a course, the following shall serve as the minimum attendance requirements for continuing education activities:

1. Regular attendance and class participation are important if the student is to receive full benefit of a course of study.

2. If student contact is not maintained with the instructor or College for a period of two consecutive classes, the student may be dropped from the course.

Refunds

Refunds will be made based on the following circumstances:

1. A 100 percent refund will be issued upon the request of the student, if the student officially withdraws from the class(es) prior to the first day of class(es).
2. A 75 percent refund will be issued upon the request of the student, if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the class(es).
3. No refunds will be issued after the 10 percent point of the class(es).
For contact hour classes, no refunds will be issued after ten (10) calendar days from the first day of the class(es).

Grading System

P: Passed - Student completed no less than 70 percent of the course objectives, and/or the equivalent numerical score of 70. Some courses may require a higher passing score.

I: Incomplete - Student has not completed a phase of the course work assigned and is passing.

W: Withdrawal - Student voluntarily withdraws or was withdrawn due to excessive absences.

AU: Audit: - Student attended as a nonparticipant and received no grade.

F: Failed - Student completed less than 70 percent of the course objectives, and/or less than the equivalent numerical score of 70.

All fire protection certification and non-certification course grades are recorded as: Satisfactory (S), Unsatisfactory (U), Withdrawn (W), No Grade (NC), and Audited (AU).

Transcripts

Class records are maintained in the Registrar's Office. Students desiring a transcript of continuing education activities should submit a request in writing to the Registrar's Office indicating the person, organization, and address for forwarding the transcript.

Continuing Education Unit (CEU)

A CEU is defined as 10 contact hours in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

The CEU should not be interpreted as a substitute for college credit. It is merely a means of recording and reporting various continuing education activities a student accumulates over a period of years.

Halifax Community College records two types of CEUs: institutional and individual. The institutional CEU is used only as a reporting device to local, state, and national organizations and agencies. The individual CEU is used as a reporting device to local, state, and national organizations and may be used by some students for teacher recertification, State Board of Nursing CERPS Credit, and employee advancement in some businesses, industries, and agencies.

Courses and Services

A. Special Interest and Enrichment Courses

Special interest and enrichment courses offer opportunities for lifelong learning in areas of cultural interest, creative arts, personal enrichment, and just for fun. Special interest and enrichment courses are offered in a variety of formats to meet the needs of the community.

B. Literacy Education Objectives:

1. To provide convenient and accessible classes, on and off campus, for adults needing to increase their academic level.
2. To provide a program of compensatory education for mentally challenged adults.
3. To reduce functional illiteracy by providing a core curriculum of reading, writing, and computational skills.

Admission

The philosophy of Halifax Community College encompasses the open door policy of continuing education for everyone of suitable age who has the need and desire to learn. Any adult who did not finish high school may enroll in Adult Basic Education (ABE), General Educational Development (GED) at off-campus sites or the Learning Lab on campus.

Admission requirements to the Compensatory Education Program are restricted to those adults who are mentally disabled as documented by an outside source or agency. Participants in this program may or may not be high school graduates. An adult is defined as a person no less than 18 years of age and not presently enrolled in a secondary school administrative unit. Exceptions to this policy include a person 16 years of age or older with special needs.

Fees

There is no registration fee for literacy education activities. The GED examination offers high school equivalency credentials to individuals who did not obtain a high school diploma. The only cost of the program is the GED examination fee. New GED students are required to pay a one-time fee of \$25. For returning GED students, the GED examination fee will be determined by the number of GED tests taken prior to July 1, 2011.

Registration

The Literacy Education program operates under managed enrollment. Students are able to enroll in the Learning Lab on Monday, Tuesday, and Wednesday from 8 a.m. until 7 p.m. On-campus students should attend a class a minimum of 15 hours per week. However, if possible, students are encouraged to attend class more frequently. Off-campus students may enroll in classes during the time that the classes meet. Off-campus students should plan to attend each class session.

Adult Basic Education

Adult Basic Education (ABE) is an individualized program for adults in the community who wish to improve basic academic skills or start to prepare for the high school diploma equivalency examination. Special classes are designed for non-readers. Many ABE classes are located throughout the service area.

General Education Development

General Educational Development (GED) is a program consisting of individualized diagnosis and instruction. Students who successfully complete the GED examination are awarded a high school diploma equivalency from the North Carolina State Board of Community Colleges. The GED diploma enables students to pursue certificate, diploma, and college programs.

Learning Lab

Through the use of a professional staff and individualized instruction, students prepare to take the high school diploma equivalency examination or study for self improvement. The Learning Lab utilizes programmed texts, audiovisual equipment, computer-assisted instruction and other self-instructional materials. The lab is open from 8 a.m. to 9 p.m., Monday through Thursday and 8 a.m. to 5 p.m. on Friday.

Compensatory Education

The Compensatory Education Program is designed for adults who are mentally challenged to provide them the opportunity to function in society at a level which will allow them to reach their fullest potential. Educational programming includes basic academic skills.

Business & Industry Services

A primary goal of this institution is to provide technical and vocational training to business and industry. The following services are available through Business and Industry Services:

1. The Small Business Center

The Small Business Center (SBC) uses a threefold effort to help small businesses succeed. Non-traditional seminars and workshops can be presented on virtually any business-related topic that the small business community needs. There is a heavy emphasis on seminars for start-ups, including business planning and financials. Help with developing business plans is one of the most popular services offered by the SBC. A resource center with periodicals, tapes, and books that may be used on the premises or checked out is located in the HCC Library. The director can be reached at 252-536-7274. The SBC welcomes comments about how to better serve the needs of the small business community. The class schedule is listed on the HCC website; click on "SBC" to access it.

2. Customized Training for Productivity Enhancement

Customized Training for Productivity Enhancement programs provide for customized training and services for manufacturing industries to help them become more productive and more competitive. These programs are designed to assist industries with training needs assessments, to assist in the development of companies or industry-specific plans for training and also to provide training for incumbent workers. Customized Training for Productivity Enhancement is directed toward workers who need to update their skills and technical knowledge due to technological change. Instruction is customized to focus on specific training needs and may require small classes that cannot be conducted with regular program funds. Classes that are funded with these funds do not earn full-time equivalency.

3. Customized Training for Job Growth

Customized Training for Job Growth programs provide for the training needs of new industries that are moving into the state and also existing industries undergoing a major expansion, resulting in the need for additional skilled manpower. These services are available to any new or expanding industry creating a minimum of 12 new production jobs in the state.

4. Workplace Literacy

For employees who need to improve basic reading, English, or mathematical skills, free literacy classes, either in-plant or on campus, are available. Classes will be arranged at convenient times for participants and all necessary supplies and materials will be supplied by the College.

5. Customized Training for Technology Investment

The North Carolina Community College System has created the Customized Industry Training (CIT) program to offer programs and training services as new options for assisting business and industry to remain productive, profitable, and within the state. The CIT Program provides the flexibility to meet the

retraining needs for existing business organizations in North Carolina's communities.

6. Career Readiness Training Certificate (CRC)

North Carolina recognizes the need to assess an individual's skill levels and identify any gaps in workplace skill requirements that will guide training needs. The CRC is a portable credential that promotes career development and skill attainment for the individual and confirms to employers that an individual possesses basic workplace skills in:

- Reading
- Applied Math
- Locating information

These are skills that most jobs require.

Occupational Extension

Occupational Extension courses are designed for the specific purposes of training individuals for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. Courses are offered to people in many technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Most occupational courses are developed and taught on request from a trade group or an employer. There is a reasonably priced registration fee for these courses. Our most popular occupational extension courses are our computer classes, online distance learning, human resources development, certified nursing assistant programs, law enforcement, fire, and emergency medical services. Other popular courses are those for the trades, including real estate, plumbing, electrical, and auto safety Inspection. See HCC's website and click on "SBC" for information.

1. Computer Classes

A variety of computer classes are offered depending on community interest. These classes range from beginning classes to advanced. Classes are scheduled during the daytime and evening, both on campus and off to provide access to all students.

2. Online Distance Learning - Education2ToGo

These courses run for six weeks and can be completed in the comfort of your home or office at the times most convenient to you. All materials are made available over the World Wide Web on topics from grant writing to web design. Individuals can also receive continuing education units (CEUs) for these courses.

3. Human Resources Development

Human Resources Development (HRD) courses are designed to educate and train individuals for success in the workplace through skill assessment services, employability skills training, and career development counseling. The courses taught address six core components: assessment of an individual's assets and limitations, development of a positive self-concept, development of employability skills, development of communication skills, development of problem solving skills, and awareness of the impact of information technology in the workplace. Courses are offered to individuals who are unemployed, unemployed insurance claimants, Work First recipients, Workforce Investment Act eligible individuals, dislocated workers and underemployed individuals at no cost. Most HRD courses are developed and taught on request from the employment security commission, department of social services, and other community based organizations. Classes are arranged at convenient times with all necessary supplies and materials supplied by the College.

4. Certified Nursing Assistant Programs

Halifax Community College offers Certified Nurse Aide I, Certified Nurse Aide II classes. Classes are held on campus, in Enfield, and in Scotland Neck. Class size is limited. Day and evening classes are available. The evolving age of health care has increased the demand for responsible and knowledgeable nursing assistants. Halifax Community College is committed to producing high quality and professional nursing assistants. These courses are designed to produce the best nursing assistants available.

A test of general knowledge must be taken prior to registration. A test result of Level 9 is required on the reading test. This test is given in the Learning Lab (500 Building), Monday - Thursday, 8 a.m. - 9 p.m. and Friday, 8 a.m. – 5 p.m. In addition to the test requirement, a picture ID, and social security card, are required for all classes. Prior to entering clinical, students must have a stethoscope, blood pressure kit, uniform (white top and navy bottom), white shoes, watch with a second hand, and malpractice insurance. A state criminal background check and possibly a drug screening are required before entering clinical.

Any student who consumes alcohol or takes drugs (prescription or otherwise) that impairs the student's mental or physical ability to provide safe care to clients while in the clinical setting will be asked to immediately submit to a drug screening. Failure to comply with the request or a positive drug screen will result in immediate dismissal. Results of the criminal background checks will determine if the student is permitted to attend clinical.

Certified Nurse Aide I

The Nurse Aide I (CNAI) Program prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services to patients/clients in a hospital, nursing facility, or home care agency. Emphasis is on the process of aging, mental, social, and physical needs of the elderly, patients rights, nutrition, elimination, safety, restorative services, special care procedures, the human body structure and functions and related common diseases and disorders, communication, documentation, death and dying, and the role of the nursing assistant as a health care team member. A skills/competency evaluation is required for determining student competency. Upon successful completion of this class and the state assessment, the student will be listed in the North Carolina Division of Facility Services' Nurse Aide Registry. Preregistration is required for this course.

Certified Nurse Aide II

The Certified Nurse Aide II (CNAII) Program prepares the student to perform more complex skills for patients or residents. Emphasis is placed on infection control including principles of sterile techniques and dressing changes for wounds over 48 hours, elimination, procedures including catheterizations, irrigations and care of established ostomies, observation of intravenous site and removal of IVs, oropharyngeal suctioning, blood glucose monitoring, and roles of CNAII with healthcare teams. Upon satisfactory completion of the course and lab skills/written competency evaluation, graduates are eligible to apply for listing as a Certified Nursing Assistant II with the North Carolina Board of Nursing. Prerequisites for CNAII are a high school diploma or GED and current North Carolina listing as CNAI. A state criminal background check and drug screening are required before students enter clinical.

5. Law Enforcement

Halifax Community College offers courses for people who are already employed in law enforcement areas and either need to update or upgrade their present areas of certification. Courses offered include, but are not limited to:

- Correction Officers Training
- Radar Operator Certification Course
- Telecommunications
- Firearms
- Driving
- Concealed Handgun
- Instructor Training
- Officer Survival
- Physical Fitness

- TASER
- Management and Supervision
- Interview and Interrogation
- Officers Drug Enforcement
- Defensive Tactics
- Legal Update/Domestic Violence
- Crime Scene Investigation
- Detention Officer Training

6. Fire

HCC fire courses provide skills development training for all area fire departments. The registration fee for courses for practicing firefighters is fee exempt. Firefighters must train for a minimum of 36 hours per year to maintain their certification. Courses offered include, but are not limited to:

- Basic
- Ventilation
- Ropes
- Fire Hoses
- Ladders
- Sprinklers
- Incident Management Team Training
- Rescue
- Portable Extinguishers
- Forcible Entry
- Pumps, Haz/Mat Awareness, Terrorism
- Education Methodology
- Underwater Rescue
- Special Topics in Fire and Rescue

7. Emergency Medical Services

Halifax Community College's Emergency Medical Services (EMS) Program is designed to train students to provide immediate on-scene care to those in need along with transport to a definitive medical care facility. Halifax Community College offers beginner and advance level courses. Courses offered include, but are not limited to:

- Traumatic Brain Injuries
- Toxicology
- EMT Basics - Paramedics
- Pediatric Education for Prehospital Professionals
- Communicable Diseases

- Scope of Practice
- Patient Assessment
- Emergency Driving
- Anatomy and Physiology for EMS
- Geriatric Emergencies
- Advanced Cardiac Life Support

8. Cardiopulmonary Resuscitation (CPR)/First Aid

Halifax Community College's CPR and First Aid Program teaches initial and refresher lifesaving skills to health professionals as well as to the general public. Classes offered in this area include, but are not limited to:

- Health Care CPR
- Community CPR
- Basic First Aid
- Wilderness First Aid
- Pet CPR/First Aid
- Automated External Defibrillator Use

9. Emergency Management

Halifax Community College's Emergency Management Program (EPT) instructs response persons in appropriate planning, response, mitigation, resource allocation, and leadership techniques that will help them deal with an emergency response. Classes offered in this area include, but are not limited:

- National Incident Management Courses (100 - 400)
- Damage Assessment
- Incident Commander
- Medical Branch Officer
- Operations Chief

10. Industrial Emergency Response and Safety

Halifax Community College's Emergency Response and Safety Program teaches initial and refresher classes to businesses and industry concerning issues with emergency incidents with an emphasis on safety to prevent the emergency from occurring. Classes offered in this area include, but are not limited to:

- Workplace Safety
- Hazardous Materials Response
- Construction Response and Safety



Curriculum Programs

ADVERTISING AND GRAPHIC DESIGN (A30100)

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media including web page design.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations, Internet, and E-Commerce operations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
10	ENG 095, ENG 095A	MAT 070

Course Requirements

	Course Title	Credits
First Year		
Fall Semester		
ACA 111	College Student Success	1
DES 125	Graphic Presentation I	2
DES 135	Principles & Elements of Design I	4
GRA 151	Computer Graphics I	2
GRD 160	Photo Fundamentals I	3
WEB 120	Introduction to Internet Multimedia	3

Credit Hours: 15

		Course Title	Credits
Spring Semester			
CIS	111	PC Literacy	2
ENG	111	Expository Writing	3
GRD	110	Typography I	3
GRD	142	Graphic Design II	4
GRD	180	Interactive Design	3
WEB	111	Introduction to Web Graphics	3
WEB	140	Web Development Tools	3
Credit Hours: 21			

**Second Year
Fall Semester**

ART	111	Art Appreciation	3
ENG	114	Professional Research & Reporting	3
GRD	241	Graphic Design III	4
GRD	271	Multimedia Design I	2
MAT	115	Mathematical Models	3
Credit Hours: 15			

Spring Semester

GRA	152	Computer Graphics II	2
GRD	131	Illustration I	2
GRD	272	Multimedia Design II	2
GRD	280	Portfolio Design	4
GRD	281	Design of Advertising	2
PSY	118	Interpersonal Psychology	3
Credit Hours: 15			

TOTAL SEMESTER CREDIT HOURS: 66

**ADVERTISING AND GRAPHIC DESIGN
DIPLOMA
(D30100)**

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media including web page design.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations, Internet, and E-Commerce operations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
10	ENG 095, ENG 095A	None

Course Requirements

	Course Title	Credits
First Year		
Fall Semester		
DES 125	Graphic Presentation I	2
DES 135	Principles & Elements of Design I	4
ENG 111	Expository Writing	3
GRA 151	Computer Graphics I	2
GRD 160	Photo Fundamentals I	3
WEB 120	Intro to Internet Multimedia	3
Credit Hours: 17		

		Course Title	Credits
Spring Semester			
ENG	114	Professional Research & Reporting	3
GRA	152	Computer Graphics II	2
GRD	110	Typography I	3
GRD	131	Illustration I	2
GRD	142	Graphic Design II	4
GRD	180	Interactive Design	3
WEB	140	Web Development Tools	3
			Credit Hours: 20

TOTAL SEMESTER CREDIT HOURS: 37

ADVERTISING AND GRAPHIC DESIGN COMPUTER GRAPHICS CERTIFICATE (C30100C)

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with basic knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials, preparation of art, lettering and typography, photography, and electronic media focusing on web design.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphic operations, Internet and E-Commerce operations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
None	None	None

Course Requirements

Course Title			Credits
First Year			
Fall Semester			
DES	135	Principles & Elements of Design	4
GRA	151	Computer Graphics I	2
GRD	160	Photo Fundamentals I	3
Credit Hours:			9
GRA	152	Computer Graphics II	2
GRD	180	Interactive Design	3
WEB	140	Web Development Tools	3
Credit Hours:			8

ADVERTISING AND GRAPHIC DESIGN
GRAPHIC DESIGN CERTIFICATE
(C30100G)

Curriculum Description:

The Advertising and Graphic Design curriculum is designed to provide students with basic knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials and given an overview of the graphic design profession.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
None	None	None

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
DES	125	Graphic Presentation I	2
DES	135	Principles & Elements of Design I	4
GRA	151	Computer Graphics I	2
GRD	160	Photo Fundamentals I	3
Credit Hours:			12

TOTAL SEMESTER CREDIT HOURS: 17

**ADVERTISING AND GRAPHIC DESIGN
CAREER AND TECHNICAL EDUCATION CERTIFICATE
(P30100)**

Curriculum Description:

The Advertising and Graphic Design Career Technical Education Pathway certificate is designed for high school juniors and seniors to align with the student’s identified career goals and allow him/her to develop the most effective path toward his or her career choice. (Although designed for high school students any student may enroll in this certificate if he/she meets the requirements)

The Advertising and Graphic Design curriculum is designed to provide students with basic knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations.

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
DES	135	Principles & Elements of Design I	4
Credit Hours:			4
Spring Semester			
GRD	110	Typography I	3
Credit Hours:			3

		Course Title	Credits
Second Year			
Fall Semester			
GRA	151	Computer Graphics I	2
WEB	140	Web Development Tools	3
Credit Hours:			5
Spring Semester			
GRA	152	Computer Graphics II	2
GRD	142	Graphic Design II	4
Credit Hours:			6

TOTAL SEMESTER CREDIT HOURS: 18

ASSOCIATE DEGREE NURSING PROGRAM (A45110)

Curriculum Description:

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs, which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Explanation of Criminal Background Checks and Drug Screening

In the nursing program, students are assigned clinical rotations in a number of participating agencies. The clinical agencies may require that students, prior to or while practicing in the agency, have a criminal background check and/or drug screening performed. The drug screening may be done once, before the student reports to the clinical agency, or randomly, at any time during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs, or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. Halifax Community College recognizes and is fully supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on nursing students.

If a nursing student is prohibited from participating in any clinical agency based on the criminal background or positive drug screening, the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum. All costs associated with criminal background checks and drug screening in the clinical agency are the responsibility of the student.

Due Process for Criminal Background Checks and Drug Screens

The following procedure has been established for students who feel information contained in the criminal background check or drug screen is false or inaccurate resulting in the inability of a student to participate in a clinical rotation and, therefore dismissal from the nursing program due to inability to progress:

1. The student will notify the Department Head of Nursing in writing of his/her intent to initiate an investigation into the information he/she believes to be false or inaccurate in the criminal background check or drug screen. This must be completed within 24 hours (Monday through Friday) of being notified of the inability to progress in the program. The sole purpose of the written notification is to inform the nursing program of the intent to initiate an investigation, and should not contain information regarding the content of the criminal background check or drug screen.
2. The Department Head will notify the appropriate agency representative that the student wishes to initiate an investigation regarding inaccurate or false information.
3. The student will be informed of the appropriate means to communicate with the clinical agency's representative regarding the investigation of the criminal background check or drug screen.
4. The student will provide information to the agency representative within five college calendar days of the inaccuracies in the criminal background check or drug screen.
5. The agency will investigate the information that the student provides to determine the student's eligibility to complete the clinical learning experience.
6. While the agency is investigating the student's criminal background and/or drug screen, the student cannot attend the clinical experience.
7. If the information provided to the agency by the student does not satisfy the agency's requirements to attend the clinical experience, the student will be dismissed from the nursing program due to the inability to progress.
8. If a student is unable to attend the clinical experience in one agency, the student will not be assigned to another clinical agency.

Admission Policy

Admission for Associate Degree in Nursing

Students are admitted to the HCC Associate Degree Nursing Program in accordance with policies approved by the HCC President and Board of Trustees. HCC does not guarantee admission to all students that apply to the nursing program. Completion of the nursing curriculum does not guarantee success in passing the licensure exam.

A nursing student must be admitted to the nursing program in order to take courses for credit in any nursing (NUR) course. Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Admission to the Associate Degree Nursing program is limited. The deadline to complete the application process (Steps I-IV below) is February 1. Each step of the admission procedure must be completed before moving to the next step. HCC may contact students by mail, telephone, and/or e-mail during any step of the application process and encourages students to update the admission's department if any of this information changes. **It is the responsibility of the applicant to ensure all requirements are met by the established deadline and to ensure accurate information is on file with the admission's office.** To be fair to all applicants, deadlines are firm, and exceptions will not be granted.

Step I Application Process (Must be complete by February 1 at 5:00 pm)

1. Submit an application for admission to the college indicating Associate Degree Nursing.
2. Submit official records of high school graduation or equivalency and all post-secondary transcripts. (Currently enrolled high school students are to submit a partial transcript at time of application. A final transcript will be submitted at the time of graduation.)
3. Complete requirements for English 095/095A, Math 060 and Math 070 or the equivalent course with a C or better. Students who are enrolled in any of these courses during the Spring semester prior to admission will not be considered for Fall admission to the nursing program.
4. Attend a Nursing Information Session at Halifax Community College and complete the Allied Health Admission Form. Students must be enrolled in the final developmental courses needed and attend an information session prior to completing the Allied Health Admission Form.
5. Maintain an overall GPA of 2.00 as of the end of Fall semester.

Step II Test of Essential Academic Skills (TEAS)

Once Step I is completed, all students who have met the Application Process Deadline will be granted permission to take the Test of Essential Academic Skills (TEAS). The applicant will receive notification of eligibility to take the TEAS test, and must schedule the appointment by the given deadline to ensure adequate space is available. Beginning January 2011, all TEAS testing at HCC will be computerized.

1. Applicants must achieve an Adjusted Individual Score of 62% on the TEAS Version V to be eligible for ranking. Only the Version V scores will be accepted for admissions to HCC.

2. The student will be allowed to take the TEAS once per calendar year, whether at HCC or elsewhere. Only the results of the first test date (regardless of location) in a calendar year will be used to rank students.
3. If a student tests at a site other than HCC, the student is responsible having the TEAS results sent from ATI to Halifax Community College by March 31 of the admission year. ATI charges a fee for this service (currently \$22). Photocopied or e-mailed TEAS results from the student are no longer accepted.
4. TEAS scores are valid for two years, however, scores on earlier versions of the TEAS test will not be accepted (see #1 above).
5. The fee for testing is \$35.00 (subject to change), payable to the HCC Cashier's Office. A receipt confirming payment of this fee and a picture ID will be required at the time of the test.

Step III Ranking/Conditional Acceptance/Alternate List

1. The HCC Associate Degree Nursing Program accepts 35 students each Fall semester from those qualified to enter.

Following the TEAS test, should there be more qualified applicants than space available the following criteria will be used to determine those selected for admission:

- a. TEAS Composite Score
 - b. Quality Points for all General Education Courses in Nursing Curriculum
 - c. Current certification as NA I, NAII, or successful completion of allied health curriculum
2. A letter of conditional acceptance will be sent to the students who ranked highest in the process. Letters indicating placement on the alternate list will be sent to all other students who met the ranking qualifications, but were not offered seats in the program at that time.
 3. Students who do not enter the nursing program in the Fall for any reason will need to reapply to be considered for future admissions. HCC does not maintain a waiting list. Applicants not selected to enter the Associate Degree Nursing Program must reapply each year by completing an Allied Health Program Application Form.

Step IV Acceptance

Following Conditional Acceptance, students must complete the following by the deadline provided to be eligible to enroll in the nursing courses for Fall semester:

1. Physical examination form – can be performed within a time frame of 12 months prior to enrollment for fall semester.
2. Current CPR – must be health provider CPR including adult, child, infant, choking, and AED training.
3. Evidence of current immunizations, which include but are not limited to: Tetanus, Measles, Mumps, Rubella, Varicella, and Hepatitis B.
 - a. Immunizations may not be declined except by a written statement from the student's health care provider for acceptable exemptions.
 - b. Students who do not have access to previous immunization records may provide titer results demonstrating immunity as applicable.
4. Evidence of 2-step TB test within the past year or of negative chest X-ray within 5 years if previously positive TB results.
5. Receipt for current Malpractice Insurance, payable to cashier's office at HCC
6. Completion of criminal background checks and/or drug screening exams as per clinical agency requirements (NOT required for HCC admission)
7. Maintain a 2.00 GPA following Spring semester prior to nursing course enrollment.

Final acceptance will be complete once the above items have been submitted, and students will be eligible to enroll into the nursing major (NUR) courses.

Readmission and Transfer Policies

Readmission of students who have exited, for whatever reason, from either of the Halifax Community College nursing programs is considered following review by the admissions counselor and registrar in consultation with the Director of Nursing. Because of the rapidly changing healthcare environment, students who have been out of the nursing program for more than 2 years (defined as not enrolled in any NUR-prefix course) are required to apply as a first-semester student, completing either nursing program from the beginning. Halifax Community College does not guarantee readmission to any student. Readmission is always conditional on classroom, lab, and clinical space availability in a given course. Students will be selected using the point system from the admissions policy if there are more applicants than space available.

To be eligible for readmission, the student must complete the following requirements:

1. Apply for readmission with the admissions counselor by the following deadline:

- a. Spring (January) readmission by October 1st
 - b. Summer (May) readmission by March 1st
 - c. Fall (August) readmission by May 15th (for ADN students reentering second year)
 - d. Students reentering the first semester of either program must complete all entry requirements as a new student
2. Complete all readmission requirements as indicated by the Admissions Counselor or Department Head of Nursing, including placement testing, TEAS testing, challenge exam(s), and/or clinical competency check-off(s) by the following deadline:
- a. Spring (January) readmission by November 15th
 - b. Summer (May) readmission by April 15th
 - c. Fall (August) readmission by June 15th (for ADN students reentering second year)
 - d. Students reentering the first semester of either program must complete all entry requirements by February 1st as a new student

Students who have met the above requirements and are selected for reentry based on total points will be given a conditional acceptance letter. These students will then have until the last day of this semester prior to re-entry to submit the following to the Department Head of Nursing:

- a. Physical examination form – can be performed within a time frame of 12 months prior to entry.
- b. Current CPR – must be health provider CPR including adult, child, infant, choking, and AED training.
- c. Evidence of current immunizations, which include but are not limited to: Tetanus, Measles, Mumps, Rubella, Varicella, and Hepatitis B.
 - i. Immunizations may not be declined except by a written statement from the student's health care provider for acceptable exemptions.
 - ii. Students who do not have access to previous immunization records may provide titer results demonstrating immunity as applicable.
- d. Evidence of 2-step TB test within the past year or of negative chest X-ray within 5 years if previously positive TB results.
- e. Receipt for current Malpractice Insurance, payable to cashier's office at HCC
- f. Completion of criminal background checks and/or drug screening exams as per clinical agency requirements (NOT required for HCC admission; see Criminal Background/Drug Screening Policy)

Re-entry students must maintain a 2.00 overall GPA at the end of the semester prior to readmission.

Final acceptance will be complete once the above items have been submitted, and students will be eligible to enroll into the nursing major (NUR) courses.

Students may reenter any combination of the associate degree nursing and practical nursing programs twice. Admissions to all schools of nursing will be counted toward the total number of admissions for an individual student, and may limit the number of admissions students are granted at Halifax Community College. Students must provide the HCC admissions counselor with transcripts from all colleges/nursing programs attended. Failure to provide all prior transcripts will be considered grounds for denying admission of any student to the HCC nursing program. Students who successfully complete the practical nursing program, but who have exhausted the number of readmissions will be allowed one opportunity to complete the associate degree program, either through advanced placement or from the first semester, if admission standards are met.

Transfer

Students wishing to transfer nursing coursework to Halifax Community College will follow the college guidelines for transfer of courses, and transcripts will be reviewed on a case-by-case basis. The Director of Nursing will work with the registrar and admissions counselor to determine whether credit for NUR-courses will be granted. Students wishing to transfer to HCC must meet all admissions and/or transfer requirements of the college and the nursing program. The student may be required to complete clinical competency check-off(s) prior to admission, including a dose calculation test at the level of the last course successfully completed (C or better) in the program.

Clinical Competency Evaluation for Readmission

All students seeking reentry into an HCC nursing program at any semester, other than the first semester, will be required to successfully complete a clinical competency evaluation.

Students requiring clinical competency evaluations will schedule time in the open skills lab to practice and complete the clinical competency evaluations. The applicant will have two opportunities to demonstrate clinical competency prior to readmission.

Clinical competency evaluations for all re-entry students will include:

- a. Vital Signs/Physical Assessment
- b. Sterile Technique
- c. Medication Administration

Depending on the semester of re-entry, additional clinical competency evaluations may be required.

Audit Guidelines

Students who audit a nursing course must have credit for that course or the equivalent coursework. Students who audit a nursing course will not be allowed to attend the clinical portion of the course. In order for students to audit, there must be adequate

classroom/lab space available. If there is not adequate space available, the students who are requesting to audit will be accepted on a first-come, first-served basis.

When auditing a course, students will be expected to follow the policies of Halifax Community College and the HCC nursing programs. Classroom and lab attendance will be an expectation in addition to taking tests, exams, and performing clinical competencies. If a student exceeds the allowed number of absences, the student will be dropped from the course. Once a student is dropped from the course they were auditing, the policies for readmission apply, including the policy for clinical competency.

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	118	College Success	2
BIO	168	Anatomy and Physiology I	4
NUR	111	Intro to Health Concepts	8
PSY	150	General Psychology	3
Credit Hours:			17
Spring Semester			
BIO	169	Anatomy and Physiology II	4
NUR	112	Health – Illness Concepts	5
NUR	114	Holistic Health Concepts	5
PSY	241	Developmental Psychology	3
Credit Hours:			17
Summer Semester			
NUR	114	Holistic Health Concepts	5
Credit Hours:			5
Second Year			
Fall Semester			
ENG	111	Expository Writing	3
MAT	140	Survey of Math	3
NUR	113	Family Health Concepts	5
NUR	211	Health Care Concepts	5
CIS	113	Computer Basics	1
Credit Hours:			17

		Course Title	Credits
Spring Semester			
COM	231	Public Speaking	3
HUM	Elective	Humanities/Fine Arts	3
NUR	213	Complex Health Concepts	10
Credit Hours:			16
TOTAL SEMESTER CREDIT HOURS:			72

Humanities Electives

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women’s Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
MUS	210	History of Rock Music
REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

Admission Procedure for Advanced Placement for the Licensed Practical Nurse

A Nursing Transition plan has been designed for Licensed Practical Nurses who desire to enter the Associate Degree Nursing program with advanced standing. Applicants who meet the admission requirements outlined below and successfully complete the Nursing Transition courses (NUR 214)*** with a C or better will be allowed to enroll in NUR 211 and complete the Associate Degree program requirements. Students who are enrolled in NUR 214 have been accepted into the associate degree nursing program. Each step of the admission procedure must be completed before moving to the next step.

Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Step I Application Process (Must be complete by February 1 at 5:00 pm)

1. Submit an application for admission to the college indicating Associate Degree Nursing (Transition Option).
2. Submit official records of high school graduation or equivalency and all post-secondary transcripts.
3. Complete requirements for English 095/095A, Math 060 and Math 070 or the equivalent course with a C or better. Students who are enrolled in any of these courses during the Spring semester will not be considered for Fall admission to the nursing program.
4. Attend a Nursing Information Session at Halifax Community College and complete the Allied Health Admission Form. Students must be enrolled in the final developmental courses needed and attend an information session prior to completing the Allied Health Admission Form.
5. Current licensure as a Licensed Practical Nurse in North Carolina or a compact state.
6. Evidence of a minimum of 1,000 hours active employment as a licensed practical nurse within the past 2 years. LPNs who do not meet this qualification are encouraged to enter the Associate Degree Nursing program as a generic (non-advanced placement) student. Recent graduates of an LPN program may count clinical experience in the LPN program toward the 1,000-hour total. Students must have passed LPN courses with a C or better for clinical time in that course to be included.
7. Maintain an overall GPA of 2.00 as of the end of Fall semester prior to entry.
8. Have taken or currently enrolled in: PSY 150 and BIO 168.

Step II Test of Essential Academic Skills (TEAS)

Once Step I is completed, all students who have met the Application Process Deadline will be granted permission to take the Test of Essential Academic Skills (TEAS). The applicant will receive notification of eligibility to take the TEAS test, and must schedule the appointment by the given deadline to ensure adequate space is available. Beginning January 2011, all TEAS testing at HCC will be computerized.

1. Applicants must achieve an Adjusted Individual Score of 62% on the TEAS Version V to be eligible for ranking. Only the Version V scores will be accepted for admissions to HCC.
2. The student will be allowed to take the TEAS once per calendar year, whether at HCC or elsewhere. Only the results of the first test date (regardless of location) in a calendar year will be used to rank students.
3. If a student tests at a site other than HCC, the student is responsible having the TEAS results sent from ATI to Halifax Community College by March 31. ATI charges a fee for this service (currently \$22). Photocopied or e-mailed TEAS results from the student are no longer accepted.
4. TEAS scores are valid for two years, however, scores on earlier versions of the TEAS test will not be accepted (see #1 above).
5. The fee for testing is \$35.00 (subject to change), payable to the HCC Cashier's Office. A receipt confirming payment of this fee and a picture ID will be required at the time of the test.

Step III Ranking/Conditional Acceptance/Alternate List

1. The HCC Associate Degree Nursing Program accepts 8 Advanced Placement ADN students each Fall semester.

Following the TEAS test, should there be more qualified applicants than space available the following criteria will be used to determine those selected for admission:

- a. TEAS Composite Score
 - b. Quality Points for all General Education Courses in Nursing Curriculum
 - c. Current certification as NA I, NAII, or successful completion of allied health curriculum (excluding LPN)
2. A letter of conditional acceptance will be sent to the students who ranked highest in the process. Letters indicating placement on the alternate list will

be sent to all other students who met the ranking qualifications, but were not offered seats in the program at that time.

3. Students who do not enter the nursing program in the Fall for any reason will need to reapply to be considered for future admissions. HCC does not maintain a waiting list. Applicants not selected to enter the Associate Degree Nursing Program must reapply each year by completing an Allied Health Program Application Form.

Step IV Acceptance

Following Conditional Acceptance, students must complete the following by the deadline provided to be eligible to enroll in the nursing courses for Fall semester:

1. Physical examination form – can be performed within a time frame of 12 months prior to enrollment for fall semester.
2. Current CPR – must be health provider CPR including adult, child, infant, choking, and AED training.
3. Evidence of current immunizations, which include but are not limited to: Tetanus, Measles, Mumps, Rubella, Varicella, and Hepatitis B.
 - a. Immunizations may not be declined except by a written statement from the student's health care provider for acceptable exemptions.
 - b. Students who do not have access to previous immunization records may provide titer results demonstrating immunity as applicable.
4. Evidence of 2-step TB test within the past year or of negative chest X-ray within 5 years if previously positive TB results.
5. Receipt for current Malpractice Insurance, payable to cashier's office at HCC.
6. Completion of criminal background checks and/or drug screening exams as per clinical agency requirements (NOT required for HCC admission).
7. Maintain a 2.00 GPA following Spring 2012 semester.
8. Be enrolled in or have completed the following courses with a C or better: ACA 118, BIO 168, BIO 169, PSY 150, and PSY 241. If enrolled in one or more of these courses at time of acceptance, completion with a C or better prior to the start of Fall semester is required.

Final acceptance will be complete once the above items have been submitted, and students will be eligible to enroll into the nursing major (NUR) courses.

ASSOCIATE IN ARTS (A10100)

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 080

Course Requirements

General Education Courses

	Course Title	Credits
Composition (6 SHC*)		
ENG 111	Expository Writing	3
ENG 113	Literature-Based Research	3
Credit hours:		6

Humanities/Fine Arts (12 SHC) *(Four courses from at least three discipline areas are required; at least one must be a literature course, ENG 233 or ENG 243.)*

ART 111	Art Appreciation	3
DRA 111	Theatre Appreciation	3
ENG 232	American Literature II	3
ENG 233	Major American Writers	3
ENG 242	British Literature II	3
ENG 243	Major British Writers	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3

Credit Hours: 15

Social/Behavioral Sciences (12 SHC) (*Four courses from at least **three** discipline areas are required; at least one must be a history course.*)

		Course Title	Credits
ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	121	Western Civilization I <i>or</i>	
HIS	131	American History I	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3
SOC	240	Social Psychology	3

Credit Hours: 12

Natural Sciences (8 SHC) (*Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required. Students may take courses in more than one science sequence [e.g., BIO 111 and CHM 151], as long as prerequisites are met.*)

BIO	111	General Biology I	4
BIO	112	General Biology II	4
CHM	131	Introduction to Chemistry	3
CHM	131A	Introduction to Chemistry Lab	1
CHM	151	General Chemistry I	4
CHM	152	General Chemistry II	4

Credit Hours: 12

Mathematics (6 SHC) (*At least **one** course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.*)

CIS	110	Introduction to Computers or	3
CIS	115	Introduction to Programming and Logic	3
MAT	141	** Mathematical Concepts I <i>or</i>	3
MAT	151	Statistics I	3
MAT	161	College Algebra <i>or</i>	3
MAT	175	Precalculus	4

Credit Hours: 6-7

** MAT 141 is to satisfy the math requirements for students in the "Teacher Prep" program.

Elective Courses (17 SHC) *(For students pursuing the AA degree, 17 SHC must be selected from courses not used to satisfy the general education core requirement or from the elective courses list.)*

		Course Title	Credits
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
BUS	137	Principles of Management	3
COM	110	Introduction to Communication	3
COM	111	Voice and Diction I	3
ENG	125	Creative Writing I	3
ENG	273	African-American Literature	3
FRN	111	Elementary French I	3
FRN	112	Elementary French II	3
HEA	110	Personal Health/Wellness	3
HIS	122	Western Civilization II	3
HIS	132	American History II	3
SPA	111	Elementary Spanish I	3
SPA	112	Elementary Spanish II	3

Course Requirements:

MAT	271	Calculus I	4
MAT	272	Calculus II	4
PED	110	Fit and Well for Life	2
PED	111	Physical Fitness I	1
PED	113	Aerobics I	1
PED	117	Weight Training I	1
PED	121	Walk, Jog, Run	1
PED	130	Beginning Tennis	1
PED	143	Volleyball (Beginning)	1
PSY	241	Developmental Psychology	3
PSY	275	Health Psychology	3
PSY	281	Abnormal Psychology	3
SOC	213	Sociology of the Family	3
SOC	220	Social Problems	3
			Credit Hours: 17

Other Required Courses (4 SHC)

ACA	122	College Transfer Success	1
COM	231	Public Speaking	3
			Credit Hours: 4

(Students must meet the receiving university's foreign language and/or health and physical education requirements; if applicable, prior to or after transfer to the receiving institution.)

TOTAL SEMESTER CREDIT HOURS: 65

**Core 44 TRANSFER PATHWAY
HUMANITIES AND SOCIAL SCIENCES
(P1012A)**

The Humanities and Social Sciences Pathway is designed for high school juniors and seniors who wish to begin the pathway towards a baccalaureate degree. The Core 44 Pathway is a structured set of general education courses leading to completion of the Associate in Arts or Associate in Science degree (64 hours) Upon completion of the degree and admission to a North Carolina public University or a participating independent college or university, students will receive credit for the undergraduate, lower-division general education core as established in the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System. (Although designed for high school students any student may enroll in his certificate if he/she meets the requirements)

Course Requirements

Course Title			Credits
English Composition (6 SHC)			
ENG	111	Expository Writing	3
ENG	113	Literature Based Research	3
Humanities/Fine Arts (6 SHC)			
ENG	233	Major American Writers	3
ART	111	Art Appreciation	3
Social/Behavioral Sciences (6 SHC)			
HIS	121	Western Civilization I	3
PSY	150	General Psychology	3
Natural Sciences/Mathematics (7 SHC)			
BIO	111	General Biology I	4
MAT	161	College Algebra	3
Other Required General Education (6 SHC)			
COM	231	Public Speaking	3
SPA	111	Elementary Spanish I	3
			Credit Hours: 31
Other Required Hours			
ACA	122	College Transfer Success	1

TOTAL CREDIT HOURS: 32

**Core 44 TRANSFER PATHWAY
LIFE AND HEALTH SCIENCES
(P1042A)**

The Life and Health Sciences Pathway is designed for high school juniors and seniors who wish to begin the pathway towards a baccalaureate degree. The Core 44 Pathway is a structured set of general education courses leading to completion of the Associate in Arts or Associate in Science degree (64 hours) Upon completion of the degree and admission to a North Carolina public University or a participating independent college or university, students will receive credit for the undergraduate, lower-division general education core as established in the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System. (Although designed for high school students any student may enroll in his certificate if he/she meets the requirements)

Course Requirements

General Education Courses

Course Title			Credits
English Composition (6 SHC)			
ENG	111	Expository Writing	3
ENG	113	Literature Based Research	3
Humanities/Fine Arts (3 SHC)			
ENG	233	Major American Writers	3
Social/Behavioral Sciences (3 SHC)			
HIS	121	Western Civilization I	3
Natural Sciences/Mathematics (20 SHC)			
BIO	111	General Biology I	4
BIO	112	General Biology II	4
CHM	151	General Chemistry I	4
CHM	152	General Chemistry II	4
MAT	175	Precalculus	4
			Credit Hours: 32
Other Required Hours			
ACA	122	College Transfer Success	1
TOTAL CREDIT HOURS: 33			

**ASSOCIATE IN GENERAL EDUCATION
(A10300)**

Curriculum Description:

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 080

Course Requirements

General Education Courses

	Course Title	Credits
Composition (6 SHC*)		
ENG 111	Expository Writing	3
ENG 113	Literature-Based Research	3
Credit Hours:		6

Course Title			Credits
Humanities/Fine Arts (3 SHC) (<i>Select one</i>)			
ART	111	Art Appreciation	3
DRA	111	Theatre Appreciation	3
ENG	232	American Literature II	3
ENG	233	Major American Writers	3
ENG	242	British Literature II	3
ENG	243	Major British Writers	3
HUM	115	Critical Thinking	3
HUM	120	Cultural Studies	3
HUM	122	Southern Culture	3
HUM	150	American Women's Studies	3
HUM	160	Introduction to Film	3
MUS	110	Music Appreciation	3
MUS	210	History of Rock Music	3
REL	110	World Religions	3
REL	211	Introduction to Old Testament	3
REL	212	Introduction to New Testament	3

Social/Behavioral Sciences (3 SHC) (*Select one*)

ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	121	Western Civilization I	3
HIS	122	Western Civilization II	3
HIS	131	American History I	3
HIS	132	American History II	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3
SOC	240	Social Psychology	3

Credit Hours: 3**Natural Sciences/ Mathematics (3 SHC) (*Select one*)****Natural Sciences**

BIO	111	General Biology I	4
BIO	168	Anatomy & Physiology I	4
CHM	131	Introduction to Chemistry	3
CHM	131A	Introduction to Chemistry Lab	1
CHM	151	General Chemistry I	4
CIS	115	Intro to Prog & Logic	3

		Course Title	Credits
or			
Mathematics			
MAT	141	Mathematical Concepts I	3
MAT	151	Statistics I	3
MAT	161	College Algebra or	3
MAT	175	Precalculus	4

Credit Hours: 3-4

and electives from the general education courses approved for transfer. ***Electives for the Associate in General Education degree may include up to 6 semester hours in health and/or physical education.***

(Select courses from this list to reach a program total of 65 credit hours.)

Additional Elective Options for the Associate in General Education

BIO	112	General Biology II	4
BIO	169	Anatomy and Physiology II	4
BIO	175	General Microbiology	3
BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
BUS	137	Principles of Management	3
CHM	130	Gen, Org, & Biochemistry	3
CHM	152	General Chemistry II	4
COM	110	Introduction to Communication	3
ENG	125	Creative Writing I	3
ENG	273	African American Literature	3
HEA	110	Personal Health/Wellness	3
FRE	111	Elementary French I	3
FRE	112	Elementary French II	3
HIS	122	Western Civilization II	3
HIS	132	American History II	3
MAT	271	Calculus I	4
MAT	272	Calculus II	4
PED	110	Fit and Well for Life	2
PED	111	Physical Fitness I	1
PED	113	Aerobics I	1
PED	117	Weight Training I	1
PED	121	Walk, Jog, Run	1
PED	130	Beginning Tennis	1
PED	143	Volleyball (Beginning)	1
PSY	241	Developmental Psychology	3
PSY	275	Health Psychology	3
PSY	281	Abnormal Psychology	3

		Course Title	Credits
SOC	213	Sociology of the Family	3
SOC	220	Social Problems	3
SPA	111	Elementary Spanish I	3
SPA	112	Elementary Spanish II	3

Other Required Courses (7 SHC)

ACA	111	College Student Success	1
		Or	
ACA	118	College Study Skills	2
		Or	
ACA	122	College Transfer Success	1
CIS	110	Introduction to Computers	3
COM	231	Public Speaking	3

Credit Hours: 7-8

TOTAL SEMESTER CREDIT HOURS 65 - 66

ASSOCIATE IN SCIENCE (A10400)

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 080

Course Requirements

General Education Courses

	Course Title	Credits
Composition (6 SHC*)		
ENG 111	Expository Writing	3
ENG 113	Literature-Based Research	3
		Credit Hours: 6

Humanities/Fine Arts (9 SHC) (*Three courses from **three discipline areas are required; one must be a literature course ENG 233 or ENG 243.*)**

ART	111	Art Appreciation	3
DRA	111	Theatre Appreciation	3
ENG	232	American Literature II	3
ENG	233	Major American Writers	3
ENG	242	British Literature II	3
ENG	243	Major British Writers	3
FRE	111	Elementary French I	3
FRE	112	Elementary French II	3
HUM	115	Critical Thinking	3
HUM	120	Cultural Studies	3
HUM	122	Southern Culture	3
HUM	150	American Women's Studies	3
HUM	160	Introduction to Film	3
MUS	110	Music Appreciation	3
MUS	210	History of Rock Music	3
REL	110	World Religions	3
REL	211	Introduction to Old Testament	3
REL	212	Introduction to New Testament	3
SPA	111	Elementary Spanish I	3
SPA	112	Elementary Spanish II	3
ENG	233	Major American Writers or	3
ENG	243	Major British Writers	3
		Credit Hours: 9	

Course Title			Credits
Social/Behavioral Sciences (9 SHC) (<i>Three courses from three discipline areas are required; one must be a history course.</i>)			
ECO	251	Principles of Microeconomics	3
ECO	252	Principles of Macroeconomics	3
HIS	121	Western Civilization I	3
		OR	
HIS	131	American History I	3
POL	120	American Government	3
PSY	150	General Psychology	3
SOC	210	Introduction to Sociology	3
SOC	240	Social Psychology	3
			Credit Hours: 9

Natural Sciences/ Mathematics (20 SHC minimum)

Natural Sciences (8 SHC minimum) (A minimum two-course sequence is required)

BIO	111	General Biology I	4	
BIO	112	General Biology II	4	BOTH
		OR		
CHM	151	General Chemistry I	4	BOTH
CHM	152	General Chemistry II	4	
			Credit Hours: 8	

Mathematics (6 SHC minimum)

CIS	110	Introduction to Computers	3
		OR	
CIS	115	Introduction to Programming and Logic	3
MAT	151	Statistics I	3
MAT	175	Precalculus (Required)	4
			Credit Hours: 7

Six additional semester hour credits must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses.

Course Title

Credits

Elective Courses (16 SHC)

At least 14 out of the 16 elective SHC must be selected from the mathematics and science disciplines.

Science/Mathematics Elective Options:

CHM	131	Introduction to Chemistry	3
CHM	131A	Introduction to Chemistry Lab	1
CHM	132	Organic and Biochemistry	4
MAT	271	Calculus I	4
MAT	272	Calculus II	4

Other Elective Options:

BUS	110	Introduction to Business	3
BUS	115	Business Law I	3
BUS	137	Principles of Management	3
COM	110	Introduction to Communication	3
COM	111	Voice and Diction I	3
ENG	125	Creative Writing I	3
ENG	273	African-American Literature	3
HEA	110	Personal Health/Wellness	3
HIS	122	Western Civilization II	3
HIS	132	American History II	3
PED	110	Fit and Well for Life	2
PED	111	Physical Fitness I	1
PED	113	Aerobics I	1
PED	117	Weight Training I	1
PED	121	Walk, Jog, Run	1
PED	130	Beginning Tennis	1
PED	143	Volleyball (Beginning)	1
PSY	241	Developmental Psychology	3
PSY	275	Health Psychology	3
PSY	281	Abnormal Psychology	3
SOC	213	Sociology of the Family	3
SOC	220	Social Problems	3

Credit Hours: 16**Other Required Courses (4 SHC)**

ACA	122	College Transfer Success	1
COM	231	Public Speaking	3

Credit Hours: 4

(Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the receiving institution.)

TOTAL SEMESTER CREDIT HOURS: 65

**Core 44 TRANSFER PATHWAY
BUSINESS AND ECONOMICS
(P1012B)**

The Business and Economics Pathway is designed for high school juniors and seniors who wish to begin the pathway towards a baccalaureate degree. The Core 44 Pathway is a structured set of general education courses leading to completion of the Associate in Arts or Associate in Science degree (64 hours) Upon completion of the degree and admission to a North Carolina public University or a participating independent college or university, students will receive credit for the undergraduate, lower-division general education core as established in the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System. (Although designed for high school students any student may enroll in his certificate if he/she meets the requirements)

Course Requirements

General Education Courses

Course Title			Credits
English Composition (6 SHC)			
ENG	111	Expository Writing	3
ENG	113	Literature Based Research	3
Humanities/Fine Arts (3 SHC)			
ENG	233	Major American Writers	3
Social/Behavioral Sciences (9 SHC)			
HIS	121	Western Civilization I	3
ECO	251	Principles of Microeconomics	3
SOC	210	Introduction to Sociology	3
Natural Sciences/Mathematics (7 SHC)			
BIO	111	General Biology I	4
MAT	161	College Algebra	3
Other Required General Education (6 SHC)			
CIS	110	Introduction to Computers	3
COM	231	Public Speaking	3
			Credit Hours: 31
Other Required Hours			
ACA	122	College Transfer Success	1
TOTAL CREDIT HOURS: 32			

**Core 44 TRANSFER PATHWAY
ENGINEERING AND MATHEMATICS
(P1042B)**

The Engineering and Mathematics Pathway is designed for high school juniors and seniors who wish to begin the pathway towards a baccalaureate degree. The Core 44 Pathway is a structured set of general education courses leading to completion of the Associate in Arts or Associate in Science degree (64 hours) Upon completion of the degree and admission to a North Carolina public University or a participating independent college or university, students will receive credit for the undergraduate, lower-division general education core as established in the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System. (Although designed for high school students any student may enroll in his certificate if he/she meets the requirements)

Course Requirements

General Education Courses

Course Title			Credits
English Composition (6 SHC)			
ENG	111	Expository Writing	3
ENG	113	Literature Based Research	3
Humanities/Fine Arts (3 SHC)			
ENG	233	Major American Writers	3
Social/Behavioral Sciences (6 SHC)			
HIS	121	Western Civilization I	3
ECO	251	Principles of Microeconomics	3
Natural Sciences/Mathematics (14 SHC)			
Natural Sciences (4 SHC)			
CHM	151	General Chemistry	4
Mathematics(10 SHC)			
MAT	161	College Algebra	3
MAT	175	Precalculus	4
MAT	271	Calculus	4
Other Required General Education (6 SHC)			
CIS	110	Introduction to Computers	3
COM	231	Public Speaking	3
Credit Hours:			31

Course Title			Credits
Other Required Hours			
ACA	122	College Transfer Success	1
TOTAL CREDIT HOURS: 32			

**AUTOMOTIVE SYSTEMS TECHNOLOGY
(A60160)**

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electric/ electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
AUT	110	Introduction to Automotive Technology	3
AUT	116	Engine Repair	3
AUT	116A	Engine Repair Lab	1
AUT	161	Basic Auto Electricity	5
(Choose one of the following CIS Courses):			
CIS	110	Introduction to Computers	3
CIS	111	Basic PC Literacy	2
(Choose one of the following Math Courses)			
MAT	115	Mathematical Models	3
MAT	161	College Algebra	3

Credit Hours: 18-19

		Course Title	Credits
Spring Semester			
AUT	141	Suspension & Steering System	3
AUT	141A	Suspension & Steering System Lab	1
AUT	151	Brake Systems	3
AUT	151A	Brakes Systems Lab	1
AUT	163	Advanced Automotive Electricity	3
AUT	163A	Advanced Automotive Electricity Lab	1
AUT	181	Engine Performance 1	3
ENG	111	Expository Writing	3
			Credit Hours: 18

Summer Semester			
AUT	171	Auto Climate Control	4
AUT	183	Engine Performance 2	4
			Credit Hours: 8

Second Year

Fall Semester			
AUT	212	Auto Shop Management	3
AUT	231	Manual Transmission/Axles/Drivetrains	3
AUT	231A	Manual Transmission/Axles/Drivetrains Lab	1
AUT	281	Advanced Engine Performance	3
ENG	114	Professional Research & Reporting	3
			Credit Hours: 13

Spring Semester			
AUT	113	Automotive Servicing I	2
AUT	221	Automatic Transmission/Transaxles	3
AUT	221A	Automatic Transmission/Transaxles Lab	1
Elective		Humanities (See following list)	3
(Choose one of the following PSY Courses)			
PSY	118	Interpersonal Psychology	3
PSY	150	General Psychology	3
			Credit Hours: 12

TOTAL SEMESTER CREDIT HOURS: 69-70

Course Title

Humanities Electives

ART	111	Art Appreciation
DRA	111	Theatre Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	50	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
MUS	210	History of Rock Music
REL	110	World Religions
REL	211	Intro to Old Testament
REL	212	Intro to New Testament

**AUTOMOTIVE SYSTEMS TECHNOLOGY (DIPLOMA)
(D60160)**

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for entry-level employment in dealerships and repair shops in the automotive service industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
AUT	110	Introduction to Automotive Technology	3
AUT	116	Engine Repair	3
AUT	116A	Engine Repair Lab	1
AUT	161	Basic Automotive Electricity	5
CIS	111	Basic PC Literacy	2
MAT	115	Mathematical Models	3
			Credit Hours: 18

		Course Title	Credits
Spring Semester			
AUT	141	Suspension & Steering Systems	3
AUT	141A	Suspension & Steering Systems Lab	1
AUT	151	Brake Systems	3
AUT	151A	Brake Systems Lab	1
AUT	163	Advanced Automotive Electricity	3
AUT	163A	Advanced Automotive Electricity Lab	1
AUT	181	Engine Performance 1	3
ENG	111	Expository Writing	3
			Credit Hours: 18

Summer Semester			
AUT	171	Automotive Climate Control	4
AUT	183	Engine Performance 2	4
			Credit Hours: 8

TOTAL SEMESTER CREDIT HOURS: 44

AUTOMOTIVE SYSTEMS TECHNOLOGY (ADVANCED AUTOMOTIVE CERTIFICATE) (C60160A)

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for entry-level employment in dealerships and repair shops in the automotive service industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements

		Course Title	Credits
Spring Semester			
AUT	141	Suspension & Steering System	3
AUT	141A	Suspension & Steering Systems Lab	1
AUT	151	Brake Systems	3
AUT	151A	Brakes Systems Lab	1
AUT	163	Advanced Automotive Electricity*	3
AUT	163A	Advanced Automotive Electricity Lab*	1
AUT	181	Engine Performance 1	3
			Credit Hours: 15

TOTAL SEMESTER CREDIT HOURS: 15

**Students must have credit for pre-requisite course AUT 161 – Basic Automotive Electricity before taking AUT 163 Advanced Automotive Electricity and 163A Advanced Automotive Electricity Lab*

**AUTOMOTIVE SYSTEMS TECHNOLOGY (BASIC AUTOMOTIVE CERTIFICATE)
(C60160B)**

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for entry-level employment in dealerships and repair shops in the automotive service industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
AUT	110	Introduction to Automotive	3
AUT	116	Engine Repair	3
AUT	116A	Engine Repair Lab	1
AUT	161	Basic Automotive Electricity	5
			Credit Hours: 12

TOTAL SEMESTER HOURS CREDIT: 12

AUTOMOTIVE SYSTEMS TECHNOLOGY
(ELECTRICITY & ENGINE PERFORMANCE CERTIFICATE)
(C60160E)

**All courses in this program meet online and in the evenings*

Curriculum Description:

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for entry-level employment in dealerships and repair shops in the automotive service industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements

	Course Title	Credits
First Year		
Fall Semester		
AUT 161	Basic Automotive Electricity	5
		Credit Hours: 5
Spring Semester		
AUT 163	Advanced Automotive Electricity	3
AUT 163A	Advanced Automotive Electricity Lab*	1
		Credit Hours: 4
Second Year		
Fall Semester		
AUT 181	Engine Performance I	3
		Credit Hours: 3

Course Title		Credits
Spring Semester		
AUT 183	Engine Performance II	4
		Credit Hours: 4

TOTAL SEMESTER HOURS CREDIT: 16

**Students must have credit for pre-requisite course AUT 161 – Basic Automotive Electricity before taking AUT 163 Advanced Automotive Electricity and 163A Advanced Automotive Electricity Lab*

AUTOMOTIVE SYSTEMS TECHNOLOGY CAREER AND TECHNICAL EDUCATION CERTIFICATE (P60160)

The Automotive Systems Technology Career Technical Education Pathway certificate is designed for high school juniors and seniors to align with the student's identified career goals and allow him/her to develop the most effective path toward his or her career choice. (Although designed for high school students any student may enroll in this certificate if he/she meets the requirements)

The Automotive Systems Technology curriculum prepares individuals for employment in the automotive services field. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation electric/electronic systems, engine performance, automatic transmission/transaxles, engine repair, and manual drive train.

High school students with a minimum of a 3.0 high school GPA on a 4.0 scale or approval of designated DPI official may enroll in this program. All course have pre-requisites of ENG 085, ENG 085A and MAT 060. Any interested student must complete the reading, writing and numerical skills placement tests and score a minimum of 36 on reading and writing and a minimum of 30 on the numerical skills test.

Course Requirements

Course Title	Credits
First Year	
Fall Semester	
AUT 161 Basic Automotive Electricity	5
Spring Semester	
AUT 181 Engine Performance	3
Second Year	
Fall Semester	
AUT 183 Engine Performance II	4
Spring Semester	
AUT 151 Brake Systems	3
AUT 151A Brake Systems Lab	1

TOTAL SEMESTER CREDIT HOURS: 16

**BASIC LAW ENFORCEMENT TRAINING (Certificate)
(C55120)**

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol custody, and court procedures; emergency responses; and ethnics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs’ Education and Training Standards Commission.

Course Requirements

Course Title			Credits
CJC	100	Basic Law Enforcement Training	19

TOTAL SEMESTER CREDIT HOURS: 19

BUSINESS ADMINISTRATION (A25120)

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
BUS	110	*Introduction to Business	3
BUS	115	Business Law I	3
BUS	121	Business Math	3
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
OST	131	Keyboarding	2
			Credit Hours: 18

		Course Title	Credits
Spring Semester			
ACC	120	Principles of Financial Accounting	4
BUS	137	Principles of Management	3
CIS	110	Introduction to Computers	3
ECO	251	*Principles of Microeconomics	3
MKT	120	Principles of Marketing	3
PSY	118	Interpersonal Psychology	3
*Offered Fall and, Spring and Summer			Credit Hours: 19

**Second Year
Fall Semester**

ACC	121	Principles of Managerial Accounting	4
ACC	150	Accounting Software Application	2
BUS	147	Business Insurance	3
ENG	114	Professional Research & Reporting	3
Elective		Humanities	3
			Credit Hours: 15

Spring Semester

BUS	116	Business Law II	3
BUS	225	Business Finance	3
BUS	230	Small Business Management	3
COE	110	**World of Work 1	1
COE	111	**Co-op Work Experience I	1
CTS	130	Spreadsheet	3
ECO	252	Principles of Macroeconomics	3
			Credit Hours: 17

TOTAL SEMESTER CREDIT HOURS: 69

*(**) Please note COE 111 and COE 112(110) must be taken at the same time AND must also be taken the student's last semester prior to graduation.*

Humanities Electives

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation

REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

**BUSINESS ADMINISTRATION (DIPLOMA)
(D25120)**

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
BUS	110	*Introduction to Business	3
BUS	115	Business Law I	3
CIS	110	Introduction to Computers	3
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
OST	131	Keyboarding	2
			Credit Hours: 18

		Course Title	Credits
Spring Semester			
ACC	120	Principles of Financial Accounting	4
BUS	116	Business Law II	3
BUS	121	Business Math	3
BUS	137	Principles of Management	3
ECO	251	*Principles of Microeconomics	3
MKT	120	Principles of Marketing	3
PSY	118	Interpersonal Psychology	3
*Offered Fall, Spring, and Summer			Credit Hours: 22

TOTAL SEMESTER CREDIT HOURS: 40

**BUSINESS ADMINISTRATION (CERTIFICATE)
(C25120)**

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today’s global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Achievement of competence in the following basic skills courses must be met:

Course Requirements

Course Title			Credits
First Year			
Fall Semester			
BUS	115	Business Law I	3
			Credit Hours: 3
Fall Semester			
CIS	111	Intro to Computers	3
BUS	137	Principles of Management	3
ACC	120	Principles of Financial Acct.	4
MKT	120	Principles of Marketing	3
			Credit Hours: 13
TOTAL SEMESTER CREDIT HOURS: 16			

**COMPUTER INFORMATION TECHNOLOGY
(A25260)**

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

Course work will develop a student’s ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies, which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
BUS	110	Introduction to Business	3
CIS	110	Introduction to Computers	3
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
WEB	110	Internet/Web Fundamentals	3
Elective		Major	3
			Credit Hours: 19

		Course Title	Credits
Spring Semester			
CIS	115	Introduction to Programming & Logic	3
CTS	120	Hardware/Software Support	3
ENG	114	Professional Research & Reporting	3
NET	125	Networking Basics	3
NOS	110	Operating Systems Concepts	3
Elective		Humanities	3
			Credit Hours: 18

**Second Year
Fall Semester**

BUS	110	Introduction to Business	3
CSC	139	Visual Basic Programming	3
CTS	285	Systems Analysis & Design	3
DBA	110	Database Concepts	3
NOS	130	Windows Single User	3
SEC	110	Security Concepts	3
			Credit Hours: 18

Spring Semester

COE	110	World of Work	1
COE	111	Co-Op Work Experience	1
CSC	151	JAVA Programming	3
CTS	289	Systems Support Project	3
NOS	230	Windows Admin I	3
Elective		*Major	3
			Credit Hours: 14

TOTAL SEMESTER CREDIT HOURS: 66

Major Elective (3 credit hours required)

WEB	111
MIT	110
WEB	120
WEB	140

Humanities Electives (at least 3 credit hours required)

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
REL	110	World Religions
REL	211	Intro to Old Testament
REL	212	Intro to New Testament

**COMPUTER INFORMATION TECHNOLOGY (DIPLOMA)
(D25260)**

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

Course work will develop a student’s ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies, which rely on computer systems to manage information. Graduates should be prepared to sit for industry- recognized certification exams.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
BUS	110	Introduction to Business	3
CIS	110	Introduction to Computers	3
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
WEB	110	Internet/Web Fundamentals	3
Elective		Major	3
			Credit Hours: 19

		Course Title	Credits
Spring Semester			
CIS	115	Introduction to Programming & Logic	3
COE	110	World of Work	1
CTS	120	Hardware/Software Support	3
DBA	110	Database Concepts	3
NOS	110	Operating Systems Concepts	3
NET	125	Networking Basics	3
Elective		Major	3
			Credit Hours: 19

TOTAL SEMESTER CREDIT HOURS: 38

Major Elective (6 credit hours required)

CSC	151
CTS	130
SEC	110
WEB	120
WEB	140

COSMETOLOGY (DIPLOMA)
(D55140)

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/ computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	

Course Requirements

		Course Title	Credits
First Year			
First Semester			
ACA	111	College Student Success	1
COS	111	Cosmetology Concepts I	4
COS	112	Salon I	8
ENG	102	Applied Communications II	3
			Credit Hours: 16
Second Semester			
COS	113	Cosmetology Concepts II	4
COS	114	Salon II	8
PSY	118	Interpersonal Psychology	3
			Credit Hours: 15

Course Title			Credits
Summer Semester			
COS	115	Cosmetology Concepts III	4
COS	116	Salon III	4
Credit Hours:			8

Second Year

Final Semester			
COS	117	Cosmetology Concepts IV	2
COS	118	Salon IV	7
Credit Hours:			9

TOTAL SEMESTER CREDIT HOURS: 48

**CRIMINAL JUSTICE TECHNOLOGY
(A55140)**

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system’s role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional laws, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, security, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
CJC	111	Introduction to Criminal Justice	3
CJC	112	Criminology	3
CJC	141	Corrections	3
ENG	111	Expository Writing	3
SOC	210	Introduction to Sociology	3
			Credit Hours: 16

		Course Title	Credits
Spring Semester			
CJC	131	Criminal Law	3
ENG	114	Professional Research & Reporting	3
PSY	118	Interpersonal Psychology	3
CIS	111	Basic PC Literacy	2
CJC	113	Juvenile Justice	3
CJC	121	Law Enforcement Operations	3
Credit Hours: 17			

**Second Year
Fall Semester**

CJC	213	Substance Abuse	3
CJC	221	Investigative Principles	4
CJC	241	Community Based Corrections	3
COE	110	World of Work	1
PSY	150	Introduction to Psychology	3
Credit Hours: 17			

Spring Semester

CJC	132	Court Procedures & Evidence	3
CJC	212	Ethics & Community Relations	3
CJC	231	Constitutional Law	3
MAT	115	Mathematical Models	3
POL	120	American Government	3
SOC	213	Sociology of the Family	3
Credit Hours: 18			

TOTAL SEMESTER CREDIT HOURS: 68

Electives

ART	111	Art Appreciation	
ENG	233	Major American Writers	
ENG	243	Major British Writers	
HUM	115	Critical Thinking	
HUM	120	Cultural Studies	
HUM	122	Southern Culture	
HUM	150	American Women's Studies	
HUM	160	Introduction to Film	
MUS	110	Music Appreciation	
REL	110	World Religions	
REL	211	Introduction to Old Testament	
REL	212	Introduction to New Testament	

DENTAL HYGIENE (A45260)

The HCC Dental Hygiene Program is an ADA Accredited Program

The ADA has a uniform curriculum with similar learning experiences, admission and graduation standards. Graduates of the associate degree dental hygiene program will receive an Associate of Applied Science Degree in Dental Hygiene from Halifax Community College. Upon successful completion of the dental hygiene program the student is eligible to apply to take the National and State/ Regional Licensure Examination for Dental Hygiene.

Curriculum Description

The Associate Degree in Dental Hygiene curriculum provides individuals with the knowledge and skills necessary to access, plan, implement, and evaluate dental hygiene care for the individual and the community throughout the life span in a variety of settings

Graduates of this program are eligible to apply to take the National and State/ Regional Dental Hygiene Licensure Examination, which are required to practice as a Registered Dental Hygienist.

Employment opportunities include positions in clinical dentistry, administration, education, research, consumer advocacy, hospital dentistry, private dental offices and public health.

Admission Policy

A. Admission for Associate Degree Dental Hygiene Student

Students are admitted to the Halifax Community College Dental Hygiene Program in accordance with recommendations by the ADA Accreditation Committee. The college does not guarantee admission to every student who seeks admission. Completion of the dental hygiene curriculum does not guarantee success in passing the licensure exam.

A dental hygiene student must be admitted/readmitted to the dental hygiene program in order to take courses for credit in any dental hygiene (DEN) course.

B. Admission Procedure

The dental hygiene applicant will be required to complete steps I – IV before admission.

Step I Application Process

1. An application for admission to the HCC Dental Hygiene program must be submitted by February 1st.
2. Submit records of high school graduation or equivalency and all post- secondary transcripts. (Currently enrolled high school students are to submit a partial transcript at time of application. A final transcript will be submitted at the time of graduation.)
3. Attend an Information Session. A schedule of upcoming Information Sessions is available on the HCC website. If an applicant currently resides outside of North Carolina and cannot attend one of the scheduled information sessions, he/she must contact the Dental Hygiene Department Head, at (252) 538-4306 to make other arrangements.
4. Take the ASSET Placement Test or equivalent exam (COMPASS, SAT, or Accuplacer) or have taken it within the past year or past 2 years and be enrolled in an accredited post secondary institution. Placement scores must be current at time of entry. Minimum scores required for the Dental Hygiene Program are:
 - a. Writing and Reading: score 41 or take ENG 095/A
 - b. Math: score 41 or take MAT 060
 - c. Elementary Algebra: score 41 or take MAT 070
5. Evidence of an overall GPA of 2.5 at time of entry.
6. Submit one of the following documents:
 - A Dental Assisting Experience Documentation form
 - A Dental Office Observation form
 - A Certificate of Current Enrollment in an ADA Accredited Dental Assisting Program form
7. Copy of signed social security card

Step II Permit to take Test of Essential Academic Skills (TEAS)

1. Once Step I is completed, all students who have met the Application Process Deadline will be granted permission to take the Test of Essential Academic Skills (TEAS). The applicant will receive notification of eligibility to take the TEAS test, and must schedule the appointment by the given deadline to ensure adequate space is available. Beginning January 2011, all TEAS testing at HCC will be computerized.
2. Applicants must achieve an Adjusted Individual Score of 62% on the TEAS Version V to be eligible for ranking. Only the Version V scores will be accepted for admissions to HCC.
3. The student will be allowed to take the TEAS twice per calendar year, whether at HCC or elsewhere.

4. If a student tests at a site other than HCC, the student is responsible having the TEAS results sent from ATI to Halifax Community College by March 31. ATI charges a fee for this service (currently \$22). Photocopied or e-mailed TEAS results from the student are no longer accepted.

5. TEAS scores are valid for two years, however, scores on earlier versions of the TEAS test will not be accepted (see #1 above).

6. The fee for testing is \$35.00 (subject to change), payable to the HCC Cashier's Office. A receipt confirming payment of this fee and a picture ID will be required at the time of the test.

Step III Conditional Admission

Following the TEAS test, should there be more qualified applicants than space available the following criteria will be used to determine those selected for admission:

- a. TEAS Composite Score
- b. Quality Points for all General Education Courses in Dental Hygiene Curriculum
- c. Current certification as DA I, DA II, or successful completion of allied health curriculum

Step IV Acceptance

1. Submission of a completed physical examination form. The physical examination can be performed within a time frame of 6 months prior to enrollment for fall semester.

2. The Hepatitis B series must be started or a declination form for Hepatitis B must be signed.

3. Submission of evidence of current CPR certification for health care provider.

4. Overall GPA of 2.50.

5. Attend mandatory Dental Hygiene Orientation/Registration.

To obtain a complete information packet call 252-536-7225.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	118	College Study Skills	2
BIO	168	Anatomy and Physiology I	4
DEN	110	Orofacial Anatomy	3
DEN	111	Infection/Hazard Control	2
DEN	112	Dental Radiography	3
DEN	120	Dental Hygiene Preclinic Lecture	2
DEN	121	Dental Hygiene Preclinic Lab	2

Credit Hours: 18**Spring Semester**

BIO	169	Anatomy and Physiology II	4
CHM	130	General, Organic, & Bio Chemistry	3
CIS	113	Computer Basics	1
DEN	123	Nutrition/Dental Health	2
DEN	125	Dental Office Emergencies	1
DEN	130	Dental Hygiene Theory I	2
DEN	131	Dental Hygiene Clinic I	3
DEN	222	General and Oral Pathology	2

Credit Hours: 18**Summer Semester**

BIO	175	General Microbiology	3
DEN	140	Dental Hygiene Theory II	1
DEN	141	Dental Hygiene Clinic II	2

Credit Hours: 6**Second Year****Fall Semester**

DEN	124	Periodontology	2
DEN	220	Dental Hygiene Theory III	2
DEN	221	Dental Hygiene Clinic III	4
DEN	223	Dental Pharmacology	2
DEN	224	Materials and Procedures	2
ENG	111	Expository Writing	3
SOC	240	Social Psychology	3

Credit Hours: 18

Course Title			Credits
Spring Semester			
DEN	230	Dental Hygiene Theory IV	1
DEN	231	Dental Hygiene Clinic IV	4
DEN	232	Community Dental Health	3
DEN	233	Professional Development	2
ENG	114	Professional Research and Reporting	3
Elective		Humanities/Fine Arts	3
Credit Hours: 16			

TOTAL SEMESTER CREDIT HOURS: 76

Humanities Electives

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
MUS	210	History of Rock Music
REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

**EARLY CHILDHOOD EDUCATION
(A55220)**

The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/ emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age programs.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070 or MAT 080

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
EDU	144	Child Development 1	3
EDU	119	Intro to Early Childhood Education	4
ENG	111	Expository Writing	3
		Track Option	2/3
MAT	115	Mathematical Models	3
		or	
MAT	161	College Algebra	
			Credit Hours: 15/16

		Course Title	Credits
Spring Semester			
ENG	114/	Professional Research & Reporting	3
		or	
ENG	113	Literature-Based Research	
EDU	146	Child Guidance	3
EDU	115	Creative Activities	3
EDU	145	Child Development II	3
EDU	162	Ob. and Asses. in Early Chldhd. Ed.	3
		Track Option	2/3
Credit Hours: 17/18			

Summer Semester			
EDU	131	Child, Family, & Community	3
EDU	221	Children with Exceptionalities	3
Credit Hours: 6			

Second Year			
Fall Semester			
EDU	234	Infants, Toddlers, & Twos	3
EDU	259	Curriculum Planning	3
EDU	153	Health, Safety, & Nutrition	3
PSY	150	General Psychology	3
		Track Option	2/3
EDU	214	Early Childhood Interim Practicum	4
EDU	285	Internship Experience/School Age	
Credit Hours: 18/19			

Spring Semester			
EDU	280	Language & Literacy Experiences	3
EDU	271	Educational Technology	3
EDU	251	Exploration Activities	3
EDU	284	Early Childhood Capstone Practicum	4
EDU	288	Adv. Issues in Early Childhood Education	2
EDU	289	Advanced Issues - School Age	
		Humanities Elective	3
Credit Hours: 18			

TOTAL SEMESTER CREDIT HOURS: 74/77

Track Options**Professional:**

EDU	118	Principles & Practices of the Instructional Assistant
EDU	163	Classroom Management & Instruction
EDU	171	Instructional Media
EDU	216	Foundations of Education
EDU	222	Learners with Behavior Disorders
EDU	223	Specific Learning Disabilities
EDU	226	Early Childhood Seminar II
EDU	235	School-Age Development & Programs
EDU	241	Adult-Child Relations
EDU	261	Early Childhood Administration I
EDU	262	Early Childhood Administration II
EDU	263	School-Aged Program Administration
EDU	281	Instructional Strategies in Reading & Writing
BUS	110	Introduction to Business
BUS	137	Principles of Management
BUS	121	Business Math

College Transfer:

BIO	111	General Biology I
BUS	110	Introduction to Business
BUS	115	Business Law I
BUS	137	Principles of Management
COM	231	Public Speaking
CIS	110	Introduction to Computers
EDU	216	Foundations of Education
HIS	121	Western Civilization I
HIS	122	Western Civilization II
HIS	131	American History I
HIS	132	American History II
PED	110	Fit and Well for Life
PED	111	Physical Fitness I
PED	113	Aerobics I
PED	121	Walk, Jog, Run
POL	120	American Government
PSY	241	Developmental Psychology
PSY	281	Abnormal Psychology
SOC	210	Introduction to Sociology
SOC	213	Sociology of the Family
SOC	220	Social Problems

Humanities Electives (at least 3 credit hours required)

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women’s Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
MUS	210	History of Rock Music
REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

**HUMAN SERVICES TECHNOLOGY
(A45380)**

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Success	1
ENG	111	Expository Writing	3
HSE	110	Introduction to Human Services	3
MAT	115	Mathematical Models	3
SOC	210	Introduction to Sociology	3
SWK	113	Working with Diversity	3
			Credit Hours: 16

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		Course Title	Credits
Spring Semester			
CIS	111	PC Literacy	2
COE	110	*World of Work	1
COE	111	*Co-op Work Experience I	1
ENG	114	Professional Research & Reporting	3
HSE	112	Group Processes	2
PSY	118	Interpersonal Psychology	3
SWK	110	Introduction to Social Work	3
			Credit Hours: 15

Summer Semester			
HSE	210	Human Service Issues	2
SAB	110	Substance Abuse Overview	3
			Credit Hours: 5

Second Year			
Fall Semester			
HSE	123	Interviewing Techniques	3
HSE	155	Community Resources Management	2
HSE	225	Crisis Intervention	3
PSY	150	General Psychology	3
SOC	220	Social Problems	3
Elective		Humanities (See following list)	
			Credit Hours: 15

Spring Semester			
COE	121	*Co-op Work Experience II	1
COE	125	*Work Experience Seminar	1
HSE	125	Counseling	3
HSE	220	Case Management	3
PSY	281	Abnormal Psychology	3
SOC	213	Sociology of the Family	3
			Credit Hours: 14

TOTAL SEMESTER CREDIT HOURS: 67

Humanities Electives

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
REL	110	World Religions
REL	211	Intro to Old Testament
REL	212	Intro to New Testament

**INDUSTRIAL SYSTEMS TECHNOLOGY
(A50240)**

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will be encouraged to develop their own skills as life-long learners.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	Success and Study Skills	1
BPR	111	Blueprint Reading	2
EGR	131	Intro to Electronics Tech	2
ELC	112	DC/AC Electricity	5
HYD	115	Industrial Hydraulics	3
PSY	118	Interpersonal Psychology	3
WLD	112	Basic Welding Processes	2
			Credit Hours: 18

		Course Title	Credits
Spring Semester			
CIS	111	Basic PC Literacy	2
ELC	117	Motors and Controls	4
ELC	128	Introduction to PLC	3
ENG	111	Expository Writing	3
ISC	112	Industrial Safety	2
MAT	115	Mathematical Models	3
			Credit Hours: 17

Summer Semester			
MEC	111	Machine Processes I	3
MNT	110	Intro to Maintenance Procedures	2
			Credit Hours: 5

Second Year			
Fall Semester			
ELC	135	Electrical Machines I	3
ELC	213	Instrumentation	4
ELC	228	PLC Applications	4
ENG	114	Professional Research & Reporting	3
			Credit Hours: 14

Spring Semester			
ELC	136	Electrical Machines II	4
ELN	229	Industrial Electronics	4
PCI	264	Process Control with PLC's	4
			Credit Hours: 15

TOTAL SEMESTER CREDIT HOURS: 69

Humanities/Fine Arts Electives			
ART	111	Art Appreciation	
ENG	233	Major American Writers	
ENG	243	Major British Writers	
HUM	115	Critical Thinking	
HUM	120	Cultural Studies	
HUM	122	Southern Culture	
HUM	150	American Women's Studies	
HUM	160	Introduction to Film	
MUS	110	Music Appreciation	
REL	110	World Religions	
REL	211	Introduction to Old Testament	
REL	212	Introduction to New Testament	

**INDUSTRIAL SYSTEMS TECHNOLOGY (DIPLOMA)
(D50240)**

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will be encouraged to develop their own skills as life-long learners.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
BPR	111	Blueprint Reading	2
EGR	131	Intro To Electronics Tech	2
ELC	112	DC/AC Electricity	5
HYD	115	Industrial Hydraulics	3
PSY	118	Interpersonal Psychology	3
WLD	112	Basic Welding Procedures	2
			Credit Hours: 18

		Course Title	Credits
Spring Semester			
CIS	111	Basic PC Literacy	2
ELC	128	Introduction to PLC	3
ELC	117	Motors and Controls	4
ENG	111	Expository Writing	3
ISC	112	Industrial Safety	2
MAT	115	Mathematical Models	3
			Credit Hours: 17

Summer Semester			
MEC	111	Machine Processes I	3
MNT	110	Intro to Maintenance Procedures	2
			Credit Hours: 5

TOTAL SEMESTER CREDIT HOURS: 40

**LATERAL ENTRY (CERTIFICATE)
(C55430)**

The Lateral Entry curriculum provides a course of study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Course work includes human growth and development, learning theory, instructional technology, school policies and procedures, home, school, and community collaborations, and classroom organization and management to enhance learning. Courses offered by partnering senior institutions include instructional methods, literacy, and diversity.

Graduates should meet the general pedagogy competencies within the first three years of teaching, including a minimum of six semester hours per school year. Additional requirements, such as pre-service training and passing the PRAXIS, are required for licensure.

Course Requirements

		Course Title	Credits
EDU	163	Classroom Management & Instruction	3
EDU	271	Educational Technology	3
			Credit Hours: 6

Spring Semester

EDU	243	Learning Theory	3
EDU	244	Human Growth/Development	3
			Credit Hours: 6

Summer Semester

EDU	131	Child, Family, and Community	3
EDU	245	Policies and Procedures	3
			Credit Hours: 6

TOTAL SEMESTER CREDIT HOURS: 18

Required Subject Areas: Courses must be offered by partnering senior institution

Course Title			Credits
Elementary Education Certificate Program			
EDUC	310	PS IV Special Education and Diverse Learners (30 hours practicum)	3
EDUC	300	Reading and Language Arts (30 hours practicum)	3
EDUC	410	PS IV Instructional Methods and Leadership) (45 hours practicum)	3
			Credit Hours: 9++
Middle Grades Certificate Program			
EDUC	350	Intermediate Content Reading (30 hours practicum)	3
EDUC	412	The Middle School: Intermediate and Content Reading (30 hours practicum)	3
EDUC	310	PS IV Special Education and Diverse Learners (30 hours practicum)	3
			Credit Hours: 9++
Secondary Education Certificate Program			
EDUC	350	Intermediate Content Reading (30 hours practicum)	3
EDUC	430	Secondary Instructional Methods Reading (30 hours practicum)	3
EDUC	310	PS IV Special Education and Diverse Learners (30 hours practicum)	3
			Credit Hours: 9++
Special Education K-12 Certificate Program			
SPED	300	Assessing and Teaching Beginning Reading (30 hours practicum)	2
SPED	460	Methods of Management and Organization	2
SPED	465	Advocacy and Collaboration	2
EDUC	310	PS IV Special Education and Diverse Learners (30 hours practicum)	3
			Credit Hours: 9++

++ This certificate program is offered jointly between the NC Community College System and Education Degree Granting Senior Institutions.

**MEDICAL LABORATORY TECHNOLOGY
(A45420)**

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease.

Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance, and reporting/recording and interpreting findings involving tissues, blood, and body fluids.

Graduates may be eligible to take examination given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists or the National Certifying Agency. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

Admissions Procedures

Detailed information on admissions procedures specific to the Medical Laboratory Technology curriculum may be obtained from the College admissions office or the Medical Laboratory Technology Department Head.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
BIO	168	Anatomy & Physiology I	4
CHM	131	Introduction to Chemistry	3
CHM	131A	Introduction to Chemistry Lab	1
CIS	111	Basic PC Literacy	2
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
MLT	110	Intro to MLT	3
			Credit Hours: 19

		Course Title	Credits
Spring Semester			
BIO	169	Anatomy & Physiology II	4
BIO	175	General Microbiology	3
CHM	132	Organic and Biochemistry	4
ENG	114	Professional Research & Reporting	3
MLT	111	Urinalysis & Body Fluids	2
MLT	120	Hematology/Hemostasis I	4

Credit Hours: 20**Summer Semester**

MLT	115	Laboratory Calculations	2
MLT	125	Immunohematology I	5

Credit Hours: 7**Second Year****Fall Semester**

MLT	130	Clinical Chemistry I	4
MLT	141	General Clinical Micro	3
MLT	216	Professional Issues	1
MLT	251	MLT Practicum I	1
PSY	118	Interpersonal Psychology	3
Elective		*Humanities/Fine Arts	3

Credit Hours: 15**Spring Semester**

MLT	253	MLT Practicum I	3
MLT	254	MLT Practicum I	4
MLT	263	MLT Practicum II	3
MLT	273	MLT Practicum III	3

Credit Hours: 13**TOTAL SEMESTER CREDIT HOURS: 74*****Humanities/Fine Arts Electives**

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

**MEDICAL OFFICE ADMINISTRATION
(A25310)**

This curriculum prepares individuals for employment in medical and other health related offices.

Course work will include medical terminology, information systems, office management, medical coding, billing and insurance, legal and ethical issues, and including HIPAA regulations, formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
MED	121	Medical Terminology I	3
MED	130	Administrative Office Procedures I	2
OST	131	Keyboarding	2
PSY	118	Interpersonal Psychology	3
			Credit Hours: 17

		Course Title	Credits
Spring Semester			
BUS	110	Introduction to Business	3
ENG	114	Professional Research & Reporting	3
MED	122	Medical Terminology II	3
OST	136	Word Processing	3
OST	164	Text Editing/Applications	3
Elective		Humanities	3
			Credit Hours: 18

Second Year**Fall Semester**

BUS	260	Business Communications	3
OST	137	Office Software Applications	3
OST	148	Medical Coding Billing and Insurance	3
OST	149	Medical Legal Issues	3
OST	241	Medical Transcription I	2
OST	286	Professional Development	3
			Credit Hours: 17

Spring Semester

ACC	120	Principles of Financial Accounting	4
COE	110	**World of Work	1
COE	111	**Co-op Work Experience I	1
CTS	130	Spreadsheet	3
MED	232	Medical Insurance Coding	2
OST	243	Medical Office Simulation	3
			Credit Hours: 16

TOTAL SEMESTER CREDIT HOURS: 68

() Please note COE 111 and COE 110 must be taken at the same time AND must also be taken the student's last semester prior to graduation.**

Humanities Electives

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

**MEDICAL OFFICE ADMINISTRATION (DIPLOMA)
(D25310)**

This curriculum prepares individuals for employment in medical and other health related offices.

Course work will include medical terminology, information systems, office management, medical coding, billing and insurance, legal and ethical issues, and including HIPAA regulations, formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
MED	121	Medical Terminology I	3
MED	130	Administrative Office Procedures I	2
OST	131	Keyboarding	2
PSY	118	Interpersonal Psychology	3
			Credit Hours: 17

		Course Title	Credits
Spring Semester			
BUS	110	Introduction to Business	3
MED	122	Medical Terminology II	3
OST	136	Word Processing	3
OST	137	Office Software Applications	3
OST	148	Medical Coding Billing and Insurance	3
OST	149	Medical Legal Issues	3
			Credit Hours: 17

Second Year			
Fall Semester			
COE	110	World of Work	1
OST	164	Text Editing Applications	3
OST	243	Medical Office Simulation	3
			Credit Hours: 7

TOTAL SEMESTER CREDIT HOURS: 42

**MEDICAL OFFICE ADMINISTRATION (CERTIFICATE)
(C25310B)**

This curriculum prepares individuals for employment in medical and other health related offices.

Course work will include medical terminology, information systems, office management, medical coding, billing and insurance, legal and ethical issues, and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
MED	121	Medical Terminology I	3
MED	130	Administrative Office Procedures I	2
OST	149	Medical Legal Issues	3
			Credit Hours: 8
Spring Semester			
MED	122	Introduction to Business	3
MED	232	Medical Insurance Coding	2
OST	148	Medical Coding Billing & Insurance	3
			Credit Hours: 8

TOTAL SEMESTER CREDIT HOURS: 16

**OFFICE ADMINISTRATION
(A25370)**

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
ENG	111	Expository Writing	3
MAT	115	Mathematical Models	3
OST	131	Keyboarding	2
PSY	118	Interpersonal Psychology	3
OST	122	Office Computation	2
OST	188	Issues in Office Technology	2
OST	284	Emerging Technology	2
			Credit Hours: 18

		Course Title	Credits
Spring Semester			
BUS	110	Introduction to Business	3
CIS	110	Introduction to Computers	3
ENG	114	Professional Research & Reporting	3
OST	136	Word Processing	3
OST	164	Text Editing Applications	3
OST	181	Introduction to Office Systems	3
			Credit Hours: 18

**Second Year
Fall Semester**

BUS	260	Business Communications	3
OST	134	Text Entry & Formatting	3
OST	184	Records Management	3
OST	166	Speech Recognition	2
OST	233	Office Publications Design	3
OST	286	Professional Development	3
			Credit Hours: 17

Spring Semester

COE	110	**World of Work	1
COE	111	**Co-Op Work Experience I	1
CTS	130	Spreadsheet	3
OST	236	Advance Word/Information Processing	3
OST	289	Office Systems Management	3
Elective		Humanities	3
			Credit Hours: 14

TOTAL SEMESTER CREDIT HOURS: 67

() Please note COE 111 and COE 110 must be taken at the same time AND must also be taken the student's last semester prior to graduation.**

***Humanities/Fine Arts Electives**

ART	111	Art Appreciation
ENG	233	Major American Writers
ENG	243	Major British Writers
HUM	115	Critical Thinking
HUM	120	Cultural Studies
HUM	122	Southern Culture
HUM	150	American Women's Studies
HUM	160	Introduction to Film
MUS	110	Music Appreciation
REL	110	World Religions
REL	211	Introduction to Old Testament
REL	212	Introduction to New Testament

**OFFICE ADMINISTRATION (DIPLOMA)
(D25370)**

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
BUS	110	Introduction to Business	3
ENG	111	Expository Writing	3
OST	131	Keyboarding	2
			Credit Hours: 9
Spring Semester			
MAT	115	Mathematical Models	3
OST	181	Introduction to Office Systems	3
CIS	110	Introduction to Computers	3
			Credit Hours: 9

		Course Title	Credits
Second Year			
Fall Semester			
OST	136	Word Processing	3
OST	137	Office Software Applications	3
PSY	118	Interpersonal Psychology	3
OST	164	Text Editing Applications	3
OST	184	Records Management	3
Credit Hours: 15			
Spring Semester			
COE	110	World of Work	1
OST	233	Office Publications Design	3
OST	289	Office Systems Management	3
OST	284	Emerging Technologies	2
Credit Hours: 9			
TOTAL SEMESTER CREDIT HOURS: 42			

**OFFICE ADMINISTRATION (CERTIFICATE)
(D25370)**

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
OST	131	Keyboarding	2
OST	184	Records Management	3
			Credit Hours: 5
Spring Semester			
OST	137	Office Software Applications	3
OST	164	Text, Editing and Applications	3
OST	284	Emerging Technologies	2
			Credit Hours: 8

TOTAL SEMESTER CREDIT HOURS: 13

**PARALEGAL TECHNOLOGY
(A25380)**

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

Achievement of competence in the following basic skills courses must be met:

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 070

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
ENG	111	Expository Writing	3
OST	131	Keyboarding	2
LEX	110	Introduction to Paralegal Study	2
LEX	140	Civil Litigation I	3
			Credit Hours: 11

		Course Title	Credits
Spring Semester			
CIS	110	Introduction to Computers	3
ENG	114	Professional Research and Reporting	3
LEX	141	Civil Litigation II	3
LEX	240	Family Law	3
OST	136	Word Processing	2

Credit Hours: 14

Second Year

Fall Semester

LEX	120	Legal Research/Writing I	3
LEX	130	Civil Injuries	3
LEX	260	Bankruptcy & Collections	3
MAT	115	Mathematical Models	3

Credit Hours: 12

Spring Semester

LEX	150	Commercial Law	3
LEX	160	Criminal Law & Procedures	3
LEX	210	Real Property I	3
LEX	250	Wills, Estates, & Trust	3

Credit Hours: 12

Third Year

Fall Semester

LEX	211	Real Property II	3
LEX	214	Investigation & Trial Preparation	3
LEX	270	Law Office Management/Technology	2
LEX	287	CLA Review Seminar	2
PSY	118	Interpersonal Psychology	3

Credit Hours: 13

Spring Semester

ACC	120	Principles of Financial Accounting	4
COE	110	World of Work	1
COE	111	Co-Op Work Experience I	1
LEX	280	Ethics & Professionalism	2
Elective		(See List Below)	3

Credit Hours: 11

TOTAL SEMESTER CREDIT HOURS: 73

Humanities or Fine Arts Electives (at least 3 credit hours required)

ART 111 Art Appreciation

ENG 233 Major American Writers

ENG 243 Major British Writers

HUM 115 Critical Thinking

HUM 120 Cultural Studies

HUM 122 Southern Culture

HUM 150 American Women's Studies

HUM 160 Introduction to Film

MUS 110 Music Appreciation

REL 110 World Religions

REL 211 Intro to Old Testament

REL 212 Intro to New Testament

**PARALEGAL TECHNOLOGY (CERTIFICATE)
(C25380)**

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

***This certificate does not fulfill the requirements by the NC State Bar for a qualified certificate program, and the requirements necessary to become a NC Certified Paralegal. Please note that the credits from this certificate program may be transferred into the Associates' Degree program which is a qualified program with the NC State Bar, and meets the requirements necessary to become a NC Certified Paralegal.*

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
LEX	140	Civil Litigation I	3
LEX	130	Civil Injuries	3
LEX	120	Legal Research Writing	3
			Credit Hours: 9
Spring Semester			
LEX	240	Family Law	3
LEX	210	Real Property I	3
LEX	160	Criminal Law and Procedures	3
			Credit Hours: 9

TOTAL SEMESTER HOURS: 18

**PHLEBOTOMY (CERTIFICATE)
(C45600)**

The Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physician’s offices, and other health care settings and may be eligible for national certification as phlebotomy technicians.

Admissions Procedures

Detailed information on admissions procedures specific to the Phlebotomy Program may be obtained from the College admissions office or the Medical Laboratory Technology department head. High school diploma or GED is required for admission.

Clinic Sites

Halifax Regional Medical Center Laboratory Department 250 Smith Church Road Roanoke Rapids, NC 27870 252-535-8403	Nash Healthcare Systems Laboratory Department 2460 Curtis Ellis Drive Rocky Mount, NC 27804 252-443-8081
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Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	None

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
PBT	100	Phlebotomy Technology	6
PBT	101	Phlebotomy Practicum	3
PSY	118	Interpersonal Psychology	3
			Credit Hours: 12

TOTAL SEMESTER CREDIT HOURS: 12

PRACTICAL NURSING PROGRAM (D45660)

The Practical Nursing Curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care. Graduates are eligible to apply to take the NCLEX-PN, which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long-term care/home health facilities, clinics, and physician's offices.

Explanation of Criminal Background Checks and Drug Screening

In the nursing program, students are assigned clinical rotations in a number of participating agencies. The clinical agencies may require that students, prior to or while practicing in the agency, have a criminal background check and/or drug screening performed. The drug screening may be done once, before the student reports to the clinical agency, or randomly, at any time during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs, or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. Halifax Community College recognizes and is fully supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on nursing students.

If a nursing student is prohibited from participating in any clinical agency based on the criminal background or positive drug screening, the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum. All costs associated with criminal background checks and drug screening in the clinical agency are the responsibility of the student.

Due Process for Criminal Background Checks and Drug Screens

The following procedure has been established for students who feel information contained in the criminal background check or drug screen is false or inaccurate resulting in the inability of a student to participate in a clinical rotation and, therefore dismissal from the nursing program due to inability to progress:

1. The student will notify the Department Head of Nursing in writing of his/her intent to initiate an investigation into the information he/she believes to be false or inaccurate in the criminal background check or drug screen. This must be completed within 24 hours (Monday through Friday) of being notified of the inability to progress in the program. The sole purpose of the written notification is to inform the nursing program of the intent to investigate an investigation, and should not contain information regarding the content of the criminal background check or drug screen.

2. The Department Head will notify the appropriate agency representative that the student wishes to initiate an investigation regarding inaccurate or false information.
3. The student will be informed of the appropriate means to communicate with the clinical agency's representative regarding the investigation of the criminal background check or drug screen.
4. The student will provide information to the agency representative within five college calendar days of the inaccuracies in the criminal background check or drug screen.
5. The agency will investigate the information that the student provides to determine the student's eligibility to complete the clinical learning experience.
6. While the agency is investigating the student's criminal background and/or drug screen, the student cannot attend the clinical experience.
7. If the information provided to the agency by the student does not satisfy the agency's requirements to attend the clinical experience, the student will be dismissed from the nursing program due to the inability to progress.
8. If a student is unable to attend the clinical experience in one agency, the student will not be assigned to another clinical agency.

Admission Process for Practical Nursing Education

Students are admitted to the HCC Practical Nursing Program in accordance with policies approved by the HCC President and Board of Trustees. HCC does not guarantee admission to all students that apply to the nursing program. Completion of the nursing curriculum does not guarantee success in passing the licensure exam.

A nursing student must be admitted to the nursing program in order to take courses for credit in any nursing (NUR) course. Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered.

Admission to the Practical Nursing program is limited. The deadline to complete the application process (Steps I-IV below) is February 1. Each step of the admission procedure must be completed before moving to the next step. HCC may contact students by mail, telephone, and/or e-mail during any step of the application process and encourages students to update the admission's department if any of this information changes. **It is the responsibility of the applicant to ensure all requirements are met by the established deadline and to ensure accurate information is on file with the admissions office.** To be fair to all applicants, deadlines are firm, and exceptions will not be granted.

Admission Procedure

Step I Application Process (Must be complete by February 1st at 5:00 pm)

1. Submit an application for admission to the college indicating Practical Nursing Education.
2. Submit official records of high school graduation or equivalency and all post-secondary transcripts. (Currently enrolled high school students are to submit a partial transcript at time of application. A final transcript will be submitted at the time of graduation.)
3. Complete requirements for English 095/095A, Math 060 and Math 070 or the equivalent course with a C or better. Students who are enrolled in any of these courses during the Spring semester prior to enrollment will not be considered for Fall admission to the nursing program.
4. Attend a Nursing Information Session at Halifax Community College and complete the Allied Health Admission Form. Students must be enrolled in the final developmental courses needed and attend an information session prior to completing the Allied Health Admission Form.
5. Maintain an overall GPA of 2.00 as of the end of Fall semester prior to enrollment.

Step II Test of Essential Academic Skills (TEAS)

Once Step I is completed, all students who have met the Application Process Deadline will be granted permission to take the Test of Essential Academic Skills (TEAS). The applicant will receive notification of eligibility to take the TEAS test, and must schedule the appointment by the given deadline to ensure adequate space is available. Beginning January 2011, all TEAS testing at HCC will be computerized.

1. Applicants must achieve an Adjusted Individual Score of 50% on the TEAS Version V to be eligible for ranking. Only the Version V scores will be accepted for admissions to HCC.
2. The student will be allowed to take the TEAS once per calendar year, whether at HCC or elsewhere. Only the results of the first test date (regardless of location) in a calendar year will be used to rank students.
3. If a student tests at a site other than HCC, the student is responsible having the TEAS results sent from ATI to Halifax Community College by March 31. ATI charges a fee for this service (currently \$22). Photocopied or e-mailed TEAS results from the student are no longer accepted.
4. TEAS scores are valid for two years, however, scores on earlier versions of the TEAS test will not be accepted (see #1 above).

5. The fee for testing is \$35.00 (subject to change), payable to the HCC Cashier's Office. A receipt confirming payment of this fee and a picture ID will be required at the time of the test.

Step III Ranking/Conditional Acceptance/Alternate List

1. The HCC Practical Nursing Program accepts 18 students each Fall semester, from qualified applicants.

Following the TEAS test, should there be more qualified applicants than space available the following criteria will be used to determine those selected for admission:

- a. TEAS Composite Score
- b. Quality Points for all General Education Courses in Nursing Curriculum
- c. Current certification as NA I, NAII, or successful completion of allied health curriculum

2. A letter of conditional acceptance will be sent to the students who ranked highest in the process. Letters indicating placement on the alternate list will be sent to all other students who met the ranking qualifications, but were not offered seats in the program at that time.

3. Students who do not enter the nursing program in the Fall for any reason will need to reapply to be considered for future admissions. HCC does not maintain a waiting list. Applicants not selected to enter the Practical Nursing Program must reapply each year by completing an Allied Health Program Application Form.

Step IV Acceptance

Following Conditional Acceptance, students must complete the following by the deadline provided to be eligible to enroll in the nursing courses for Fall semester:

1. Physical examination form – can be performed within a time frame of 12 months prior to enrollment for fall semester.
2. Current CPR – must be health provider CPR including adult, child, infant, choking, and AED training.
3. Evidence of current immunizations, which include but are not limited to: Tetanus, Measles, Mumps, Rubella, Varicella, and Hepatitis B.
 - a. Immunizations may not be declined except by a written statement from the student's health care provider for acceptable exemptions.
 - b. Students who do not have access to previous immunization records may provide titer results demonstrating immunity as applicable.

4. Evidence of 2-step TB test within the past year or of negative chest X-ray within 5 years if previously positive TB results.

5. Receipt for current Malpractice Insurance, payable to cashier's office at HCC

6. Completion of criminal background checks and/or drug screening exams as per clinical agency requirements (NOT required for HCC admission; see Criminal Background/Drug Screening Policy)

7. Maintain a 2.00 GPA following Spring semester.

Final acceptance will be complete once the above items have been submitted, and students will be eligible to enroll into the nursing major (NUR) courses.

Readmission and Transfer Policies

Readmission

Readmission of students who have exited, for whatever reason, from either of the Halifax Community College nursing programs is considered following review by the admissions counselor and registrar in consultation with the Director of Nursing. Because of the rapidly changing healthcare environment, students who have been out of the nursing program for more than 2 years (defined as not enrolled in any NUR-prefix course) are required to apply as a first-semester student, completing either nursing program from the beginning. Halifax Community College does not guarantee readmission to any student. Readmission is always conditional on classroom, lab, and clinical space availability in a given course. Students will be selected using the point system from the admissions policy if there are more applicants than space available.

To be eligible for readmission, the student must complete the following requirements:

1. Apply for readmission with the admissions counselor by the following deadline:
 - a. Spring (January) readmission by October 1st
 - b. Summer (May) readmission by March 1st
 - c. Fall (August) readmission by May 15th (for ADN students reentering second year)
 - d. Students reentering the first semester of either program must complete all entry requirements as a new student
2. Complete all readmission requirements as indicated by the Admissions Counselor or Department Head of Nursing, including placement testing, TEAS testing, challenge exam(s), and/or clinical competency check-off(s) by the following deadline:
 - a. Spring (January) readmission by November 15th
 - b. Summer (May) readmission by April 15th

- c. Fall (August) readmission by June 15th (for ADN students reentering second year)
- d. Students reentering the first semester of either program must complete all entry requirements by February 1st as a new student

Students who have met the above requirements and are selected for reentry based on total points will be given a conditional acceptance letter. These students will then have until the last day of the semester prior to re-entry to submit the following to the Department Head of Nursing:

1. Physical examination form – can be performed within a time frame of 12 months prior to entry.
2. Current CPR – must be health provider CPR including adult, child, infant, choking, and AED training.
3. Evidence of current immunizations, which include but are not limited to: Tetanus, Measles, Mumps, Rubella, Varicella, and Hepatitis B.
 - a. Immunizations may not be declined except by a written statement from the student's health care provider for acceptable exemptions.
 - b. Students who do not have access to previous immunization records may provide titer results demonstrating immunity as applicable.
 - c. Evidence of 2-step TB test within the past year or of negative chest X-ray within 5 years if previously positive TB results.
 - d. Receipt for current Malpractice Insurance, payable to cashier's office at HCC
 - e. Completion of criminal background checks and/or drug screening exams as per clinical agency requirements (NOT required for HCC admission; see Criminal Background/Drug Screening Policy)

Re-entry students must maintain a 2.00 overall GPA at the end of the semester prior to readmission.

Final acceptance will be complete once the above items have been submitted, and students will be eligible to enroll into the nursing major (NUR) courses.

Students may reenter any combination of the associate degree nursing and practical nursing programs twice. Admissions to all schools of nursing will be counted toward the total number of admissions for an individual student, and may limit the number of admissions students are granted at Halifax Community College. Students must provide the HCC admissions counselor with transcripts from all colleges/nursing programs attended. Failure to provide all prior transcripts will be considered grounds for denying admission

of any student to the HCC nursing program. Students who successfully complete the practical nursing program, but who have exhausted the number of readmissions will be allowed one opportunity to complete the associate degree program, either through advanced placement or from the first semester, if admission standards are met.

Transfer

Students wishing to transfer nursing coursework to Halifax Community College will follow the college guidelines for transfer of courses, and transcripts will be reviewed on a case-by-case basis. The Director of Nursing will work with the registrar and admissions counselor to determine whether credit for NUR-courses will be granted. Students wishing to transfer to HCC must meet all admissions and/or transfer requirements of the college and the nursing program. The student may be required to complete clinical competency check-off(s) prior to admission, including a dose calculation test at the level of the last course successfully completed (C or better) in the program.

Clinical Competency Evaluation for Readmission

All students seeking reentry into an HCC nursing program at any semester, other than the first semester, will be required to successfully complete a clinical competency evaluation. Students requiring clinical competency evaluations will schedule time in the open skills lab to practice and complete the clinical competency evaluations. The applicant will have two opportunities to demonstrate clinical competency prior to readmission.

Clinical competency evaluations for all re-entry students will include:

- a. Vital Signs/Physical Assessment
- b. Sterile Technique
- c. Medication Administration

Depending on the semester of re-entry, additional clinical competency evaluations may be required.

Audit Guidelines

Students who audit a nursing course must have credit for that course or the equivalent coursework. Students who audit a nursing course will not be allowed to attend the clinical portion of the course. In order for students to audit, there must be adequate classroom/lab space available. If there is not adequate space available, the students who are requesting to audit will be accepted on a first-come, first-served basis.

When auditing a course, students will be expected to follow the policies of Halifax Community College and the HCC nursing programs. Classroom and lab attendance will be an expectation in addition to taking tests, exams, and performing clinical competencies. If a student exceeds the allowed number of absences, the student will be dropped from the course. Once a student is dropped from the course they were auditing, the policies for readmission apply, including the policy for clinical competency.

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	118	College Study Skills	2
BIO	163	Basic Anatomy & Physiology	5
CIS	113	Computer Basics	1
NUR	101	Practical Nursing I	11
Credit Hours:			19
Spring Semester			
ENG	111	Expository Writing	3
NUR	102	Practical Nursing II	12
PSY	150	Intro to Psychology	3
Credit Hours:			18
Summer Semester			
NUR	103	Practical Nursing III	10
TOTAL SEMESTER CREDIT HOURS: 47			

**WELDING TECHNOLOGY (DIPLOMA)
(D50420)**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes a consumable and non-consumable electrode welding and cutting process. Courses provide the student with industry-standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	MAT 060

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
ACA	111	College Student Success	1
CIS	111	Basic PC Literacy	2
COE	110	World of Work	1
WLD	110	Cutting Processes	2
WLD	115	SMAW (Stick) Plate	5
WLD	141	Symbols and Specifications	3
			Credit Hours: 14
Spring Semester			
ENG	102	Applied Communication II	3
MAT	101	Applied Mathematics I	3
WLD	116	SMAW (Stick) Plate/Pipe	4
WLD	121	GMAW (MIG) Plate FCAW/Plate	4
WLD	131	GTAW (TIG) Plate	4
			Credit Hours: 18

Course Title			Credits
Summer Semester			
WLD	151	Fabrication I	4
WLD	261	Certification Practices	2
Credit Hours:			6
TOTAL SEMESTER CREDIT HOURS: 38			

**WELDING TECHNOLOGY (CERTIFICATE)
(C50420)**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes a consumable and non-consumable electrode welding and cutting process. Courses provide the student with industry-standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Reading Level	Reading and Writing Skills	Math Skills
12	ENG 095, ENG 095A	None

Course Requirements

		Course Title	Credits
First Year			
Fall Semester			
WLD	110	Cutting Processes	2
WLD	115	SMAW (Stick) Plate	5
WLD	141	Symbols and Specifications	3
			Credit Hours: 10
Spring Semester			
WLD	121	GMAW (MIG) Plate FCAW/Plate	4
WLD	131	GTAW (TIG) Plate	4
			Credit Hours: 8

TOTAL SEMESTER CREDIT HOURS: 18



Course Descriptions

	Class	Lab	Shop/Cli	Credit
ACA 085 Improving Study Skills	0	2	0	1
Prerequisites: None				
Corequisites: None				
This course is designed to improve academic study skills and introduce resources that will complement developmental courses and engender success in college- level courses. Topics include basic study skills, memory techniques, note-taking strategies, test-taking techniques, library skills, personal improvement strategies, goal setting, and learning resources. Upon completion, students should be able to apply the techniques learned to improve performance in college-level classes.				
ACA 111 College Student Success	1	2	0	2
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
ACA 118 College Study Skills	0	2	0	1
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.				
ACA 122 College Transfer Success	1	0	0	1
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				

	Class	Lab	Shop/Cli	Credit
ACC 120 Principals of Financial Acct.	3	2	0	4
Prerequisites: ENG 095, ENG 095A, MAT 060				
Corequisites: None				
This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
ACC 121 Principals of Managerial Acct.	3	2	0	4
Prerequisites: ACC 120				
Corequisites: None				
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
ACC 150 Accounting Software Appl.	1	2	0	2
Prerequisites: ACC 115 or ACC 120				
Corequisites: None				
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
ART 111 Art Appreciation	1	2	0	2
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including, but not limited to, sculpture, painting, and architecture. Upon completion students should be able to identify and analyze a variety of artistic styles, periods, and media. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
ATR 112 Intro to Automation	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of automated manufacturing and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

AUT 110 Intro to Auto Technology	2	2	0	3
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Prerequisites: ENG 085, ENG 085A, MAT 050

Corequisites: None

This course covers workplace safety, hazardous material and environmental regulations, use of hand tools, service information resources, basic concepts, systems, and terms of automotive technology. Topics include familiarization with vehicle systems along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe safety and environmental procedures, terms associated with automobiles, identify and use basic tools and shop equipment.

AUT 113 Automotive Servicing 1	0	6	0	2
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Prerequisites: AUT 116, AUT 161, AUT 181, AUT 183

Corequisites: None

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

AUT 116 Engine Repair	2	3	0	3
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Prerequisites: ENG 085, 085A, MAT 050

Corequisites: AUT 116A

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

	Class	Lab	Shop/Cli	Credit
AUT 116A Engine Repair Lab	0	3	0	1

Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: AUT 116

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 141 Suspension & Steering System	2	3	0	3
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Prerequisites: ENG 085, ENG 085A
MAT 050

Corequisites: AUT 141A

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT 141A Suspension & Steering Lab	0	3	0	1
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Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: AUT 141

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT 151 Brake Systems	2	3	0	3
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Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: AUT 151A

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

	Class	Lab	Shop/Cli	Credit
AUT 151A Brake Systems Lab	0	3	0	1

Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: AUT 151

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 161 Basic Auto Electricity	4	3	0	5
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Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: None

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

AUT 163 Advanced Auto Electricity	2	0	0	3
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Prerequisites: AUT 161

Corequisites: None

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

AUT 163A Advanced Auto Electricity Lab	0	3	0	1
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Prerequisites: AUT 161

Corequisites: AUT 163

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

	Class	Lab	Shop/Cli	Credit
AUT 171 Auto Climate Control	2	4	0	4
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: None				
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.				
AUT 181 Engine Performance 1	2	3	0	3
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: None				
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.				
AUT 183 Engine Performance 2	2	6	0	4
Prerequisites: AUT 181				
Corequisites: None				
This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.				
AUT 212 Auto Shop Management	3	0	0	3
Prerequisites: ENG 085, ENG 085A, MAT 050				
Corequisites: None				
This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.				

	Class	Lab	Shop/Cli	Credit
AUT 221 Auto Transmissions/Transaxles	2	3	0	3

Prerequisites: ENG 085, ENG 085A, MAT 050

Corequisites: None

This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

AUT 221A Auto Trans./Transaxles Lab	0	3	0	1
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Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: AUT 221

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.

AUT 231 Manual Trans/Axles/Drive Trains	2	3	0	3
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Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: None

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

AUT 231A Manual Trans./Ax./Dr. Tr. Lab	0	3	0	1
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Prerequisites: ENG 085, ENG 085A,
MAT 050

Corequisites: AUT 231

This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.

	Class	Lab	Shop/Cli	Credit
AUT 281 Advanced Engine Performance	2	2	0	3

Prerequisites: AUT 183

Corequisites: None

This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

BIO 106 Intro to Anat./Phys./Microbio.	2	2	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. This is a diploma level course.

BIO 111 General Biology I	3	3	0	4
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

BIO 112 General Biology II	3	3	0	4
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Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
BIO 168 Anatomy and Physiology I	3	3	0	4

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

BIO 169 Anatomy and Physiology II	3	3	0	4
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Prerequisites: BIO 168

Corequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

BIO 175 General Microbiology	2	2	0	3
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Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168

Corequisites: None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
BPR 111 Blueprint Reading	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part. <i>This course is also available through Virtual Learning Community (VLC).</i>				
BUS 110 Introduction to Business	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 115 Business Law I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 116 Business Law II	3	0	0	3
Prerequisites: BUS 115				
Corequisites: None				
This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
BUS 121 Business Math	2	2	0	3

Prerequisites: ENG 095, ENG 095A,
MAT 060

Corequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business. *This course is also available through the Virtual Learning Community (VLC).*

BUS 137 Principles of Management	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. *This course is also available through the Virtual Learning Community (VLC). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (TAC – 05/24/06).*

BUS 147 Business Insurance	3	0	0	3
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Prerequisites: ENG 095, ENG 095A,
MAT 060

Corequisites: None

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

BUS 225 Business Finance	2	2	0	3
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Prerequisites: ACC 120, BUS 121

Corequisites: None

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
BUS 230 Small Business Management	3	0	0	3
Prerequisites: BUS 110				
Corequisites: None				
This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
BUS 260 Business Communication	3	0	0	3
Prerequisites: ENG 111				
Corequisites: None				
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
CHM 130 Gen. , Organic & Biochemistry	3	0	0	3
Prerequisites: ENG 095, ENG 095A MAT 070				
Corequisites: None				
This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
CHM 131 Introduction to Chemistry	3	0	0	3
Prerequisites: ENG 095, ENG 095A MAT 070				
Corequisites: CHM 131A				
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics. This course is also available through the Virtual LearningCommunity (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
CHM 131A Introduction to Chemistry Lab	0	3	0	1

Prerequisites: ENG 095, ENG 095A
MAT 070

Corequisites: CHM 131

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

CHM 132 Organic and Biochemistry	3	3	0	4
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Prerequisites: CHM 131 and CHM 131A
or CHM 151

Corequisites: None

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

CHM 151 General Chemistry I	3	3	0	4
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Prerequisites: ENG 095, ENG 095A
MAT 080

Corequisites: MAT 161 or MAT 175

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
CHM 152 General Chemistry II	3	3	0	4

Prerequisites: CHM 151

Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

CIS 110 Introduction to Computers	2	2	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*

CIS 111 Basic PC Literacy	1	2	0	2
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Prerequisites: None

Corequisites: None

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. *This course is also available through the Virtual Learning Community (VLC).*

CIS 113 Computer Basics	0	2	0	1
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Prerequisites: None

Corequisites: None

This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
CIS 115 Intro to Program & Logic	2	3	0	3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175

Corequisites: None

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*

CJC 100 Basic Law Enforcement Trn	9	30	0	19
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Prerequisites: None

Corequisites: None

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. This is a certificate-level course.

CJC 111 Intro to Criminal Justice	3	0	0	3
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Prerequisites: ENG 095 , ENG 095A

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

CJC 112 Criminology	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
CJC 113 Juvenile Justice	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. <i>Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/ detention of juveniles, and case disposition. This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 121 Law Enforcement Operations	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 131 Criminal Law	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
CJC 132 Court Procedure & Evidence	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
CJC 141 Corrections	3	0	0	3

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

CJC 212 Ethics & Comm Relations	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems, social change, values, and norms, cultural diversity, citizen involvement in criminal justice issues, and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. *This course is also available through the Virtual Learning Community (VLC).*

CJC 213 Substance Abuse	3	0	0	3
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Prerequisites: None

Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 221 Investigative Principles	3	2	0	4
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Prerequisites: None

Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
COE 110 World of Work	1	0	0	1
Prerequisites: ENG 095, ENG 095A				
Corequisites: COE 111 if required in program				
This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.				
COE 111 Co-op Work Experience I	0	0	10	1
Prerequisites: ENG 095, ENG 095A, A minimum of 9 semester hours credit (9 SHC), three semester hours credit (3 SHC) of which must come from the core, must be completed within the appropriate program of study, before a student can be eligible to enroll in cooperative work experience.				
Corequisites: COE 110 if required in program				
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
COE 121 Co-op Work Experience II	0	0	10	1
Prerequisites: Successful completion of 12 SHC in the HSE curriculum				
Corequisites: COE 125				
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.				
COE 125 Work Experience Seminar II	1	0	0	1
Prerequisites: Successful completion of 12 SHC in the HSE curriculum				
Corequisites: COE 121				
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.				

	Class	Lab	Shop/Cli	Credit
COM 110 Intro. to Communication	3	0	0	3

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).*

COM 111 Voice and Diction I	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides guided practice in the proper production of speech. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective natural speech in various contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

COM 231 Public Speaking	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).*

COS 111 Cosmetology Concepts I	4	0	0	4
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Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

	Class	Lab	Shop/Cli	Credit
COS 112 Salon I	0	24	0	8
Prerequisites: None				
Corequisites: COS 111				
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.				
COS 113 Cosmetology Concepts II	4	0	0	4
Prerequisites: COS 111, COS 112				
Corequisites: COS 114				
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.				
COS 114 Salon II	0	24	0	8
Prerequisites: COS 111, COS 112				
Corequisites: COS 113				
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.				
COS 115 Cosmetology Concepts III	4	0	0	4
Prerequisites: COS 111, COS 112				
Corequisites: COS 116				
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.				
COS 116 Salon III	0	12	0	4
Prerequisites: COS 112, COS 112				
Corequisites: COS 115				
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.				

	Class	Lab	Shop/Cli	Credit
COS 117 Cosmetology Concepts IV	2	0	0	2
Prerequisites: COS 111, COS 112				
Corequisites: COS 118				

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 Salon IV	0	21	0	7
Prerequisites: COS 111, COS 112				
Corequisites: COS 117				

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

CSC 139 Visual BASIC Programming	2	3	0	3
Prerequisites: CIS 115				
Corequisites: None				

This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. *This course is also available through the Virtual Learning Community (VLC). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (TAC – 05/24/06)*

CSC 151 JAVA Programming	2	3	0	3
Prerequisites: CIS 115				
Corequisites: None				

This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
CTS 120 Hardware/Software Support	2	2	0	3
Prerequisites: CIS 110 or CIS 111				
Corequisites: None				
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.				
CTS 130 Spreadsheet	2	3	0	3
Prerequisites: CIS 110 or CIS 11 or OST 137				
Corequisites: None				
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
CTS 285 Systems Analysis & Design	3	0	0	3
Prerequisites: CIS 115				
Corequisites: None				
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.				
CTS 289 System Support Project	1	4	0	3
Prerequisites: CTS 285				
Corequisites: None				
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.				
DBA 110 Database Concepts	2	3	0	3
Prerequisites: CIS 110, CIS 111, or CIS 115				
Corequisites: None				
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. <i>This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
DEN 110 Orofacial Anatomy	2	2	0	3

Prerequisites: Acceptance into Dental Hygiene program

Corequisites: None

This course introduces the structures of the head, neck, and oral cavity. Topics include tooth morphology, head and neck anatomy, histology, and embryology. Upon completion, students should be able to relate the identification of normal structures and development to the practice of dental assisting and dental hygiene.

DEN 111 Infection/Hazard Control	2	0	0	2
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Prerequisites: Acceptance into Dental Hygiene program

Corequisites: None

This course introduces the infection and hazard control procedures necessary for the safe practice of dentistry. Topics include microbiology, practical infection control, sterilization and monitoring, chemical disinfectants, aseptic technique, infectious diseases, OSHA standards, and applicable North Carolina laws. Upon completion, students should be able to understand infectious diseases, disease transmission, infection control procedures, biohazard management, OSHA standards, and applicable North Carolina laws.

DEN 112 Dental Radiography	2	3	0	3
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Prerequisites: Acceptance into Dental Hygiene program

Corequisites: DEN 110, DEN 111

This course provides a comprehensive view of the principles and procedures of radiology as they apply to dentistry. Topics include techniques in exposing, processing, and evaluating radiographs, as well as radiation safety, quality assurance, and legal issues. Upon completion, students should be able to demonstrate proficiency in the production of diagnostically acceptable radiographs using appropriate safety precautions.

DEN 120 Dental Hygiene Pre-clinic Lec.	2	0	0	2
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Prerequisites: Acceptance into Dental Hygiene program

Corequisites: DEN 121

This course introduces preoperative and clinical dental hygiene concepts. Emphasis is placed on the assessment phase of patient care as well as the theory of basic dental hygiene instrumentation. Upon completion, students should be able to collect and evaluate patient data at a basic level and demonstrate knowledge of dental hygiene instrumentation

	Class	Lab	Shop/Cli	Credit
DEN 121 Dental Hygiene Pre-clinic Lab	0	6	0	2

Prerequisites: Acceptance into Dental Hygiene program

Corequisites: DEN 120

This course provides the opportunity to perform clinical dental hygiene procedures discussed in DEN 120. Emphasis is placed on clinical skills in patient assessment and instrumentation techniques. Upon completion, students should be able to demonstrate the ability to perform specific preclinical procedures.

DEN 123 Nutrition/Dental Health	2	0	0	2
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Prerequisites: Acceptance into Dental Hygiene program

Corequisites: None

This course introduces basic principles of nutrition with emphasis on nutritional requirements and their application to individual patient needs. Topics include the study of the food pyramid, nutrient functions, Recommended Daily Allowances, and related psychological principles. Upon completion, students should be able to recommend and counsel individuals on their food intake as related to their dental health.

DEN 124 Periodontology	2	0	0	2
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Prerequisites: DEN 110

Corequisites: None

This course provides an in-depth study of the periodontium, periodontal pathology, periodontal monitoring, and the principles of periodontal therapy. Topics include periodontal anatomy and a study of the etiology, classification, and treatment modalities of periodontal diseases. Upon completion, students should be able to describe, compare, and contrast techniques involved in periodontal/maintenance therapy, as well as patient care management.

DEN 125 Dental Office Emergencies	0	2	0	1
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Prerequisites: Acceptance into Dental Hygiene program

Corequisites: None

This course provides a study of the management of dental office emergencies. Topics include methods of prevention, necessary equipment/drugs, medicolegal considerations, recognition and effective initial management of a variety of emergencies. Upon completion, the student should be able to recognize, assess and manage various dental office emergencies and activate advanced medical support when indicated.

	Class	Lab	Shop/Cli	Credit
DEN 130 Dental Hygiene Theory I	2	0	0	2
Prerequisites: DEN 120				
Corequisites: DEN 131				
This course is a continuation of the didactic dental hygiene concepts necessary for providing an oral prophylaxis. Topics include deposits/removal, instrument sharpening, patient education, fluorides, planning for dental hygiene treatment, charting, and clinical records and procedures. Upon completion, students should be able to demonstrate knowledge needed to complete a thorough oral prophylaxis.				
DEN 131 Dental Hygiene Clinic I	0	0	9	3
Prerequisites: DEN 121				
Corequisites: DEN 130				
This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of the recall patients with gingivitis or light deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.				
DEN 140 Dental Hygiene Theory II	1	0	0	1
Prerequisites: DEN 130				
Corequisites: DEN 141				
This course provides a continuation of the development, theory, and practice of patient care. Topics include modification of treatment for special needs patients, advanced radiographic interpretation, and ergonomics. Upon completion, students should be able to differentiate necessary treatment modifications, effective ergonomic principles, and radiographic abnormalities.				
DEN 141 Dental Hygiene Clinic II	0	0	6	2
Prerequisites: DEN 131				
Corequisites: DEN 140				
This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of patients with early periodontal disease and subgingival deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.				
DEN 220 Dental Hygiene Theory III	2	0	0	1
Prerequisites: DEN 140				
Corequisites: DEN 221				
This course provides a continuation in developing the theories and practices of patient care. Topics include periodontal debridement, pain control, subgingival irrigation, air polishing, and case presentations. Upon completion, students should be able to demonstrate knowledge of methods of treatment and management of periodontally compromised patients.				

	Class	Lab	Shop/Cli	Credit
DEN 230 Dental Hygiene Theory IV	1	0	0	1
Prerequisites: DEN 220				
Corequisites: DEN 231				
This course provides an opportunity to increase knowledge of the profession. Emphasis is placed on dental specialties and completion of a case presentation. Upon completion, students should be able to demonstrate knowledge of various disciplines of dentistry and principles of case presentations.				
DEN 231 Dental Hygiene Clinic IV	0	0	12	4
Prerequisites: DEN 221				
Corequisites: DEN 230				
This course continues skill development in providing an oral prophylaxis. Emphasis is placed on periodontal maintenance and on treating patients with moderate to advanced/refractory periodontal disease. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.				
DEN 232 Community Dental Health	2	0	3	3
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course provides a study of the principles and methods used in assessing, planning, implementing, and evaluating community dental health programs. Topics include epidemiology, research methodology, biostatistics, preventive dental care, dental health education, program planning, and financing and utilization of dental services. Upon completion, students should be able to assess, plan, implement, and evaluate a community dental health program.				
DEN 233 Professional Development	2	0	0	2
Prerequisites: Acceptance into Dental Hygiene program				
Corequisites: None				
This course includes professional development, ethics, and jurisprudence with applications to practice management. Topics include conflict management, state laws, résumés, interviews, and legal liabilities as health care professionals. Upon completion, students should be able to demonstrate the ability to practice dental hygiene within established ethical standards and state laws.				
DES 125 Graphic Presentation I	0	6	0	2
Prerequisites: None				
Corequisites: None				
This course introduces graphic presentation techniques for communicating ideas. Topics include drawing, perspective drawing, and wet and dry media. Upon completion, students should be able to produce a pictorial presentation.				

	Class	Lab	Shop/Cli	Credit
DES 135 Principles & Elem. of Design I	2	4	0	4
Prerequisites: None				
Corequisites: None				
This course introduces the basic concepts and terminology of design as they relate to the design profession. Topics include line, pattern, space, mass, shape, texture, color, unity, variety, rhythm, emphasis, balance, proportion, scale, and function. Upon completion, students should be able to demonstrate an understanding of the principles covered through hands-on application.				
DRA 111 Theatre Appreciation	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
ECO 251 Principles of Microeconomics	3	0	0	3
Prerequisites: ENG 095, ENG 095A, MAT 060				
Corequisites: None				
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
ECO 252 Principles of Macroeconomics	3	0	0	3
Prerequisites: ENG 095, ENG 095A, MAT 060				
Corequisites: None				
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).				

	Class	Lab	Shop/Cli	Credit
EDU 118 Prin. & Pract. of the Instruc. Assis.	3	0	0	3
Prerequisites:	ENG 085, ENG 085A			
Corequisites:	None			

This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy. *This course is also available through the Virtual Learning Community (VLC).*

EDU 119 Intro to Early Child Education	4	0	0	4
Prerequisites:	None			
Corequisites:	None			

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *This course is also available through the Virtual Learning Community (VLC).*

EDU 131 Child, Family, & Community	3	0	0	3
Prerequisites:	ENG 085, ENG 085A			
Corequisites:	None			

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

EDU 144 Child Development I	3	0	0	3
Prerequisites:	ENG 095, ENG 095A			
Corequisites:	None			

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
EDU 145 Child Development II	3	0	0	3

Prerequisites: EDU 144

Corequisites: None

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

EDU 146 Child Guidance	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

EDU 151 Creative Activities	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.

	Class	Lab	Shop/Cli	Credit
EDU 153 Health, Safety, & Nutrition	3	0	0	3

Prerequisites: ENG 085, ENG 085A

Corequisites: None

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

EDU 162 Ob. and Asses. in Early Chldhd. Ed.	3	0	0	3
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Prerequisites: ENG 085, ENG 085A

Corequisites: None

This course introduces the research, benefits, goals, and ethical considerations associated with observation and assessment in Early Childhood environments. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and use assessments to enhance programming and collaboration for children and families.

EDU 163 Classroom Manag. & Instruction	3	0	0	3
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Prerequisites: ENG 085, ENG 085A

Corequisites: None

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU 171 Instructional Media	1	2	0	2
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Prerequisites: ENG 085, ENG 085A

Corequisites: None

This course covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.

	Class	Lab	Shop/Cli	Credit
EDU 214 Early Childhood Interm. Prac.	1	9	0	4

Prerequisites: ENG 095/095A, EDU 119, EDU 144, EDU 146

Corequisites: None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting with the implementation of developmentally appropriate activities and environments for all children; modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. GPA 2.0 or higher and 9 semester hours credit (9SHC), three semester hours credit (3SHC) of which must come from the core.

EDU 216 Foundations of Education	4	0	0	4
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Prerequisites: ENG-095 & 095A

Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement at select institutions.*

EDU 221 Children with Exceptionalities	3	0	0	3
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Prerequisites: ENG 095/095A, EDU 144, and EDU 145

Corequisites: None

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement at select institutions.*

	Class	Lab	Shop/Cli	Credit
EDU 222 Learners with Behavior Disorders	3	0	0	3

Prerequisites: ENG 095/095A, EDU 144, and EDU 145

Corequisites: None

This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems. *This course is also available through the Virtual Learning Community (VLC).*

EDU 223 Specific Learning Disabilities	3	0	0	3
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Prerequisites: ENG 095/095A, EDU 144, and EDU 145

Corequisites: None

This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families. *This course is also available through the Virtual Learning Community (VLC).*

EDU 226 Early Childhood Seminar II	2	0	0	2
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Prerequisites: ENG 095/095A, EDU 144, and EDU 145

Corequisites: None

This course is designed to expand students' knowledge of the early childhood classroom and the roles professional play in that setting. Emphasis is placed on creating child portfolios that enhance planning and implementation of curriculum for all children and the development of individual professional portfolios. Upon completion, students should be able to develop child portfolios and create individual professional development plans.

EDU 234 Infants, Toddlers, & Twos	3	0	0	3
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Prerequisites: ENG 095/095A and EDU 119

Corequisites: None

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

	Class	Lab	Shop/Cli	Credit
EDU 235 School-Age Development & Prog.	3	0	0	3

Prerequisites: ENG 095/095A

Corequisites: None

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities. *This course is also available through the Virtual Learning Community (VLC).*

EDU 241 Adult-Child Relations	3	0	0	3
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Prerequisites: ENG 095/095A

Corequisites: None

This course covers self-concept and effective and active listening skills in positive one-to-one interactions with individuals and groups of children. Emphasis is placed on self-concept development and effective communication techniques used with children. Upon completion, students should be able to identify principles underlying self-concept and demonstrate effective listening and communication skills used by adults with children.

EDU 243 Learning Theory	3	0	0	3
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Prerequisites: ENG 095/095A

Corequisites: None

This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

EDU 245 Policies and Procedures	3	0	0	3
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Prerequisites: ENG 095/095A

Corequisites: None

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

	Class	Lab	Shop/Cli	Credit
EDU 251 Exploration Activities	3	0	0	3

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

EDU 259 Curriculum Planning	3	0	0	3
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Prerequisites: ENG 095/095A and EDU 119

Corequisites: None

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU 261 Early Childhood Admin. I	3	0	0	3
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Prerequisites: ENG 095/095A

Corequisites: EDU-119

This course introduces principles of basic programming and staffing, budget- ing/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to de- velop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards

EDU 262 Early Childhood Admin. II	3	0	0	3
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Prerequisites: ENG 095/095A, EDU 261

Corequisites: Take EDU-119

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
EDU 263 School-Aged Program Admin.	2	0	0	2

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

EDU 271 Educational Technology	2	2	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

EDU 280 Language & Literacy Exper.	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/ literacy experiences.

EDU 281 Inst. Strat. in Reading & Writing	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.

	Class	Lab	Shop/Cli	Credit
EDU 284 Early Childhood Capstone Prac.	1	9	0	4

Prerequisites: ENG 095/095A, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151

Corequisites: None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. To be taken final semester prior to graduation. GPA 2.0 or higher

EDU 285 Internship Exper.-School Age	1	9	0	4
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Prerequisites: ENG 095/095A, EDU 144, EDU 145, EDU 118, EDU 163 or

ENG 095/095A, EDU 144, EDU 145, EDU 216, EDU 163

Corequisites: None

This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits. *This course is also available through the Virtual Learning Community (VLC).*

EDU 288 Adv. Issues in Early Chldhd. Ed.	2	0	0	2
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Prerequisites: ENG 095/095A

Corequisites: None

This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education.

EDU 289 Advanced Issues - School-Age	2	0	0	2
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Prerequisites: ENG 095/095A

Corequisites: None

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school- aged populations.

	Class	Lab	Shop/Cli	Credit
EGR 131 Intro to Electronics Technology	1	2	0	2

Prerequisites: None

Corequisites: None

This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

ELC 112 DC/AC Electricity	3	6	0	5
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Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

ELC 117 Motors and Controls	2	6	0	4
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Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 128 Intro to PLC	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs. *This course is also available through the Virtual Learning Community (VLC).*

ELC 135 Electrical Machines I	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers magnetic circuits, transformers, DC/AC machines, and the three-phase circuit fundamentals including power factor. Topics include magnetic terms and calculations, transformer calculations based on primary or secondary equivalent circuits, and regulation and efficiency calculations. Upon completion, students should be able to perform regulation and efficiency calculations for DC/AC machine circuits.

	Class	Lab	Shop/Cli	Credit
ELC 136 Electrical Machines II	3	3	0	4
Prerequisites: ELC 135				
Corequisites: None				
This course covers DC/AC machine fundamentals including applications and control. Topics include control devices and induction single and polyphase AC motors, DC motors, stepper, and special purpose motors. Upon completion, students should be able to perform regulation and efficiency calculations and apply motor theory to practical control applications.				
ELC 213 Instrumentation	3	2	0	4
Prerequisites: None				
Corequisites: None				
This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.				
ELC 228 PLC Applications	2	6	0	4
Prerequisites: None				
Corequisites: None				
This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.				
ELN 229 Industrial Electronics	3	3	0	4
Prerequisites: None				
Corequisites: None				
This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.				
ELN 232 Intro to Microprocessors	3	3	0	4
Prerequisites: ELN 133				
Corequisites: None				
This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.				

	Class	Lab	Shop/Cli	Credit
ENG 075 Reading & Language Essentials	5	0	0	5

Prerequisites: None

Corequisites: ENG 075A

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. *This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 075A Reading & Lang. Essen. Lab	0	2	0	1
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Prerequisites: None

Corequisites: ENG 075

This laboratory provides the opportunity to practice the skills introduced in ENG 075. Emphasis is placed on practical skills for increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to apply those skills in the production of grammatically and syntactically correct sentences.

ENG 085 Reading & Writing Foundation	5	0	0	5
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Prerequisites: ENG 070 and RED 070, or ENG 075, ENG 075A

Corequisites: ENG 085A

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. *This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.*

ENG 085A Reading & Writing Found. Lab	0	2	0	1
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Prerequisites: ENG 070 and RED 070; or ENG 075, ENG 075A

Corequisites: ENG 085

This laboratory provides the opportunity to practice the skills introduced in ENG 085. Emphasis is placed on practical skills for applying analytical and critical reading skills to a variety of texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective paragraphs.

	Class	Lab	Shop/Cli	Credit
ENG 095 Reading & Comp. Strategies	5	0	0	5

Prerequisites: ENG 080 and RED 080; or ENG 085, ENG 085A

Corequisites: ENG 095A

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. *This course integrates ENG 090 and RED 090. This course satisfies the developmental reading and writing prerequisites for ENG 111 and ENG 111A*

ENG 095A Reading & Comp. Strategy Lab	0	2	0	1
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Prerequisites: ENG 080 and RED 080; or ENG 085, ENG 085A

Corequisites: ENG 095

This laboratory provides the opportunity to practice the skills introduced in ENG 095. Emphasis is placed on practical skills for applying critical reading skills to narrative and expository texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective essays in preparation for college writing.

ENG 101 Applied Communications I	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. *This is a diploma-level course.*

ENG 102 Applied Communications II	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. *This is a diploma-level course.*

	Class	Lab	Shop/Cli	Credit
ENG 111 Expository Writing	3	0	0	3

Prerequisites: ENG 090 and RED 090 or ENG 095, ENG 095A

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

ENG 113 Literature-Based Research	3	0	0	3
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Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

ENG 114 Prof. Research & Reporting	3	0	0	3
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Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
ENG 125 Creative Writing I	3	0	0	3
Prerequisites: ENG 111				
Corequisites: None				
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
ENG 232 American Literature II	3	0	0	3
Prerequisites Take One: ENG-112, ENG-113, or ENG-114				
Corequisites None				
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				
ENG 233 Major American Writers	3	0	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114				
Corequisites: None				
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				
ENG-242 British Literature II	3	0	0	3
Prerequisites Take One: ENG-112, ENG-113, or ENG-114				
Corequisites None				
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>				

	Class	Lab	Shop/Cli	Credit
ENG 243 Major British Writers	3	0	0	3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 273 African-American Literature	3	0	0	3
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Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

FRE 111 Elementary French I	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 112 Elementary French II	3	0	0	3
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Prerequisites: FRE 111

Corequisites: None

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

	Class	Lab	Shop/Cli	Credit
GRA 151 Computer Graphics I	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.				
GRA 152 Computer Graphics II	1	3	0	2
Prerequisites: GRA 151				
Corequisites: None				
This course covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions.				
GRD 110 Typography I	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.				
GRD 131 Illustration I	1	3	0	2
Prerequisites: ART 131, DES 125, or GRD 121				
Corequisites: None				
This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork.				
GRD 142 Graphic Design II	2	4	0	4
Prerequisites: ART 121, DES 135, or GRD 141				
Corequisites: None				
This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects.				

	Class	Lab	Shop/Cli	Credit
GRD 160 Photo Fundamentals I	1	4	0	3
Prerequisites: None				
Corequisites: None				
This course introduces basic camera operations, roll film processing, and photographic print production. Topics include contrast, depth-of-field, subject composition, enlarger operation, and density control. Upon completion, students should be able to produce photographic prints with acceptable density values and quality.				
GRD 180 Interactive Design	1	4	0	3
Prerequisites: GRD 151 or GRA 151				
Corequisites: None				
This course covers skills and techniques used in designing interactive presentations. Emphasis is placed on design, including interface design, color, illustration, scripting, audio, typography, and animated elements. Upon completion, students should be able to design and produce interactive presentations.				
GRD 241 Graphic Design III	2	4	0	4
Prerequisites: DES 136 or GRD 142				
Corequisites: None				
This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving.				
GRD 271 Multimedia Design I	1	3	0	2
Prerequisites: GRD 151 or GRA 151				
Corequisites: None				
This course introduces the fundamentals of multimedia design and production for computer-related presentations. Topics include interface design, typography, storyboarding, scripting, simple animation, graphics, digital audiovideo, and copyright issues. Upon completion, students should be able to design and produce multimedia presentations.				
GRD 272 Multimedia Design II	1	3	0	2
Prerequisites: GRD 271				
Corequisites: None				
This course is a continuation of GRD 271. Emphasis is placed on advanced animation, specialized software, quality control, and cross-platform delivery as well as problems associated with media delivery media and interactivity. Upon completion, students should be able to produce multimedia presentations and determine and adapt to technical specifications for delivery.				

	Class	Lab	Shop/Cli	Credit
GRD 281 Design of Advertising	2	0	0	2
Prerequisites: None				
Corequisites: None				
This course explores the origins, roles, scope, forms, and development of advertising. Emphasis is placed on advertising development from idea through production and the interrelationship of marketing to types of advertising, media, and organizational structure. Upon completion, students should be able to demonstrate an understanding of the complexities and relationships involved in advertising design.				
HEA 110 Personal Health/Wellness	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>				
HIS 121 Western Civilization I	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				
HIS 122 Western Civilization II	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
HIS 131 American History I	3	0	0	3

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

HIS 132 American History II	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

HSE 110 Introduction to Human Services	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker. *This course is also available through the Virtual Learning Community (VLC).*

HSE 112 Group Process I	1	2	0	2
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Prerequisites: None

Corequisites: None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

	Class	Lab	Shop/Cli	Credit
HSE 123 Interviewing Techniques	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.				
HSE 125 Counseling	2	2	0	3
Prerequisites: PSY 150				
Corequisites: None				
This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.				
HSE 155 Community Resources Manag.	2	2	0	2
Prerequisites: HSE 110				
Corequisites: None				
This course focuses on the working relationships between human services agencies and the community. Emphasis is placed on identification and observation of community resources which contribute to the achievement of the human services mission. Upon completion, students should be able to demonstrate knowledge about mobilizing of community resources, marshaling public support, and determining appropriate sources of funding.				
HSE 210 Human Services Issues	2	2	0	3
Prerequisites: Successful completion of 12 SHC in HSE Curriculum				
Corequisites: None				
This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field. This course is also available through the Virtual Learning Community (VLC).				

	Class	Lab	Shop/Cli	Credit
HSE 220 Case Management	2	2	0	3

Prerequisites: HSE 110

Corequisites: None

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

HSE 225 Crisis Intervention	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

HUM 115 Critical Thinking	3	0	0	3
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Prerequisites: ENG 095 or RED 090 and ENG 090

Corequisites: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs. This course is also available through the Virtual Learning Community (VLC).*

HUM 120 Cultural Studies	3	0	0	3
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Prerequisites: None

Corequisites: ENG 095, ENG 095A

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

	Class	Lab	Shop/Cli	Credit
HUM 122 Southern Culture	3	0	0	3

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

HUM 150 American Women's Studies	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

HUM 160 Introduction to Film	2	2	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

HYD 115 Industrial Hydraulics	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces basic principles, components, and concepts of industrial hydraulic systems. Topics include standard symbols, actuators, control valves and other hydraulic components. Upon completion, the student should be able to demonstrate an understanding of the principles, concepts, and operation of an industrial hydraulic system.

	Class	Lab	Shop/Cli	Credit
ISC 112 Industrial Safety	2	2	0	2

Prerequisites: None

Corequisites: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. *This course is also available through the Virtual Learning Community (VLC).*

LEX 110 Introduction to Paralegal Study	2	2	0	2
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Prerequisites: None

Corequisites: None

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, the student should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals. *This course is also available through the Virtual Learning Community (VLC).*

LEX 120 Legal Research/Writing I	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course. *This course is also available through the Virtual Learning Community (VLC).*

LEX 130 Civil Injuries	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
LEX 140 Civil Litigation I	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in the preparation of pleadings and motions. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 141 Civil Litigation II	2	2	0	3
Prerequisites: LEX 140				
Corequisites: None				
This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice.				
LEX 150 Commercial Law I	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 160 Criminal Law & Procedure	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.				

	Class	Lab	Shop/Cli	Credit
LEX 210 Real Property I	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property. *This course is also available through the Virtual Learning Community (VLC).*

LEX 211 Real Property II	1	4	0	3
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Prerequisites: LEX 210

Corequisites: None

This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation.

LEX 214 Investigation & Trial Preparation	1	4	0	3
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Prerequisites: None

Corequisites: None

This course introduces the fundamentals of investigation. Topics include compiling/assembling data for cases; investigative planning/information gathering techniques; locating/interviewing witnesses; collection/preserving/evaluating sufficiency/admissibility of evidence; preparation of reports; and evidence presentation at depositions/court proceeding. Upon completion, students should be able to plan/use investigative checklists, understand/demonstrate investigative techniques, prepare reports, and enhance verbal and interpersonal communications skills and interviewing techniques.

LEX 240 Family Law	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
LEX 250 Wills, Estates, & Trusts	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
LEX 260 Bankruptcy & Collections	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments.				
LEX 270 Law Office Management Tech.	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/ personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.				
LEX 280 Ethics & Professionalism	2	0	0	2
Prerequisites: None				
Corequisites: None				
This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification; and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.				

	Class	Lab	Shop/Cli	Credit
LEX 287 CLA Review Seminar	2	0	0	2

Prerequisites: LEX 210

Corequisites: None

This course is designed to prepare students for voluntary national certification sponsored by the National Association of Legal Assistants to demonstrate significant competencies in paralegalism. Topics include Communications, Ethics, Human Relations, Interviewing Techniques, Judgment and analytical Analysis, Legal Research, Legal Terminology, General Law and nine tested specialty areas of law. Upon completion, students should be able to demonstrate that they are eligible to take the NALA's Certified Legal Assistant Exam.

MAT 050 Basic Math Skills	3	2	0	4
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Prerequisites: None

Corequisites: None

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

MAT 060 Essential Mathematics	3	2	0	4
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Prerequisites: MAT 050 or 30+ on numerical skills test

Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate. *This course is also available through the Virtual Learning Community (VLC).*

MAT 070 Introductory Algebra	3	2	0	4
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Prerequisites: MAT 060 or 41+ on numerical skills test

Corequisites: RED 080 or ENG 085, ENG 085A

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
MAT 080 Intermediate Algebra	3	2	0	4

Prerequisites: MAT 070 or 41+ on elementary algebra test

Corequisites: RED 080 or ENG 085, ENG 085A

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring, rational expressions, rational exponents, rational, radical, and quadratic equations, systems of equations, inequalities, graphing, functions, variations, complex numbers, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. *This course is also available through the Virtual Learning Community (VLC).*

MAT 101 Applied Mathematics I	2	2	0	3
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Prerequisites: Set 1: DMA 010, DMA 020, and DMA 030
Set 2: MAT 060
Set 3: MAT 070
Set 4: MAT 080
Set 5: MAT 090
Set 6: MAT 095
or 41+ on numerical skills test

Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. *This course is intended for diploma programs.*

	Class	Lab	Shop/Cli	Credit
MAT 115 Mathematical Models	2	2	0	3
Prerequisites:	Set 1: DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050 OR Set 1: MAT 060 and MAT 070 Set 2: MAT 060 and MAT 080 Set 3: MAT 060 and MAT 090 Set 4: MAT 095 Set 5: MAT 120 Set 6: MAT 121 Set 7: MAT 161 Set 8: MAT 171 Set 9: MAT 175 or 41+ on elementary algebra test			

Corequisites: None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. *This course is also available through the Virtual Learning Community (VLC).*

MAT 121 Algebra/Trigonometry I	2	2	0	3
Prerequisites:	MAT 070, MAT 080, MAT 090, or MAT 095 or 40+ on elementary algebra test			

Corequisites: None

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

MAT 122 Algebra/Trigonometry II	2	2	0	3
Prerequisites:	MAT 121, MAT 161, MAT 171, or MAT 175			
Corequisites:	None			

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

	Class	Lab	Shop/Cli	Credit
MAT 140 Survey of Mathematics	3	0	0	3

Prerequisites: Set 1: DMA 010, DMA 020, DMA 030, and DMA 040 **OR**
Set 1: MAT 060 and MAT 070
Set 2: MAT 060 and MAT 080
Set 3: MAT 060 and MAT 090
Set 4: MAT 095
Set 5: MAT 120
Set 6: MAT 121
Set 7: MAT 161
Set 8: MAT 171
Set 9: MAT 175

Corequisites: None

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

MAT 141 Mathematical Concepts I	3	0	0	3
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Prerequisites: Set 1: DMA 010, DMA 020, DMA 030, and DMA 040
Set 2: MAT 060 and MAT 080
Set 3: MAT 060 and MAT 090
Set 4: MAT 095
Set 5: MAT 120
Set 6: MAT 121
Set 7: MAT 161
Set 8: MAT 171
Set 9: MAT 175
or 41+ on intermediate algebra test

Corequisites: None

This course is the first of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

	Class	Lab	Shop/Cli	Credit
MAT 151 Statistics I	3	0	0	3

Prerequisites: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050
Set 2: MAT 060 and MAT 080
Set 3: MAT 060 and MAT 090
Set 4: MAT 095
Set 5: MAT 120
Set 6: MAT 121
Set 7: MAT 140
Set 8: MAT 161
Set 9: MAT 171
Set 10: MAT 175
or MAT 175 or 41+ on intermediate algebra test

Corequisites: None

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*

MAT 161 College Algebra	3	0	0	3
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Prerequisites: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080
Set 2: MAT 060 and MAT 080
Set 3: MAT 060 and MAT 090
Set 4: MAT 095, MAT 080, MAT 090, or MAT 095
or 41+ on intermediate algebra test

Corequisites: None

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for the Associate in Arts Degree. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
MAT 175 Precalculus	4	0	0	4

Prerequisites: MAT 080 or 41+ on intermediate algebra test

Corequisites: None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

MAT 271 Calculus I	3	2	0	4
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Prerequisites: MAT 172 or MAT 175

Corequisites: None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

MAT 272 Calculus II	3	2	0	4
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Prerequisites: MAT 271

Corequisites: None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
MEC 111 Machine Processes I	1	4	0	4

Prerequisites: None

Corequisites: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances.

MED 121 Medical Terminology I	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. *This course is also available through the Virtual Learning Community (VLC).*

MED 122 Medical Terminology II	3	0	0	3
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Prerequisites: MED 121

Corequisites: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. *This course is also available through the Virtual Learning Community (VLC).*

MED 130 Administrative Office Proc. I	1	2	0	2
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Prerequisites: None

Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

	Class	Lab	Shop/Cli	Credit
MED 232 Medical Insurance Coding	1	3	0	2
Prerequisites: MED 121				
Corequisites: None				
This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.				
MIT 110 Intro. to Distance Learning	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course covers the principles of distance learning, including an introduction to using an interactive distance learning classroom. Emphasis is placed on the different technologies utilized to provide distance learning events (NCIH, telecourses, Internet, etc.). Upon completion, students should be able to demonstrate an understanding of distance learning principles and the technologies that are used to implement distance learning events.				
MKT 120 Principles of Marketing	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
MLT 110 Introduction to MLT	2	3	0	3
Prerequisites: MAT 070, ENG 095, ENG 095A				
Corequisites: None				
This course introduces all aspects of the medical laboratory profession. Topics include health care/laboratory organization, professional ethics, basic laboratory techniques, safety, quality assurance, and specimen collection. Upon completion, students should be able to demonstrate a basic understanding of laboratory operations and be able to perform basic laboratory skills.				
MLT 111 Urinalysis & Body Fluids	1	3	0	2
Prerequisites: MLT 110				
Corequisites: None				
This course introduces the laboratory analysis of urine and body fluids. Topics include physical, chemical, and microscopic examination of the urine and body fluids. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting urinalysis and body fluid tests.				

	Class	Lab	Shop/Cli	Credit
MLT 115 Laboratory Calculations	2	0	0	2

Prerequisites: MLT 110

Corequisites: None

This course is designed to present mathematical operations used in the medical laboratory. Topics include use of basic math processes, systems of measurement, conversion factors, solutions, and dilutions. Upon completion, students should be able to solve practical problems in the context of the medical laboratory.

MLT 120 Hematology/Hemostasis I	3	3	0	4
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Prerequisites: MLT 110

Corequisites: None

This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.

MLT 125 Immunohematology I	4	3	0	5
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Prerequisites: MLT 110

Corequisites: None

This course introduces the immune system and response; basic concepts of antigens, antibodies, and their reactions; and applications in transfusion medicine and serodiagnostic testing. Emphasis is placed on immunological and blood banking techniques including concepts of cellular and humoral immunity and pretransfusion testing. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting routine immunological and blood bank procedures.

MLT 130 Clinical Chemistry I	3	3	0	4
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Prerequisites: MLT 110

Corequisites: None

This course introduces the quantitative analysis of blood and body fluids and their variations in health and disease. Topics include clinical biochemistry, methodologies, instrumentation, and quality control. Upon completion, students should be able to demonstrate theoretical comprehension of clinical chemistry, perform diagnostic techniques, and correlate laboratory findings with disorders.

	Class	Lab	Shop/Cli	Credit
MLT 141 General Clinical Micro	2	2	0	3
Prerequisites: BIO 175, MLT 110				
Corequisites: None				
This course is a comprehensive survey of clinical microbiology. Emphasis is placed on morphology and identification of pathogenic organisms covering both basic and special areas of clinical microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting clinical microbiology procedures.				
MLT 216 Professional Issues	0	2	0	1
Prerequisites: MLT 110				
Corequisites: None				
This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.				
MLT 251 MLT Practicum I	0	0	3	1
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MLT 253 MLT Practicum I	0	0	9	3
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MLT 254 MLT Practicum I	0	0	12	4
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				

	Class	Lab	Shop/Cli	Credit
MLT 263 MLT Practicum II	0	0	9	3
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MLT 273 MLT Practicum III	0	0	9	3
Prerequisites: MLT 111, MLT 115, MLT 120, MLT 125, MLT 130, MLT 141, MLT 216				
Corequisites: None				
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.				
MNT 110 Intro. to Maintenance Proc.	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.				
MUS 110 Music Appreciation	3	0	0	3
Prerequisites: None				
Corequisites: None				
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
MUS 210 History of Rock Music	3	0	0	3

Prerequisites: None

Corequisites: None

This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (TAC – 11/16/05)*

NET 125 Networking Basics	1	4	0	3
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Prerequisites: None

Corequisites: None

This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

NET 126 Routing Basics	1	4	0	3
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Prerequisites: NET 125

Corequisites: None

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

NET 225 Routing & Switching I	1	4	0	3
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Prerequisites: NET 126

Corequisites: None

This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

	Class	Lab	Shop/Cli	Credit
NET 226 Routing & Switching II	1	4	0	3

Prerequisites: NET 225

Corequisites: None

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

NET 240 Network Design	3	0	0	3
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Prerequisites: NET 110 or NET 125

Corequisites: None

This course covers the principles of the design of LANs and WANs. Topics include network architecture, transmission systems, traffic management, bandwidth requirements, Internet working devices, redundancy, and broad-band versus base-band systems. Upon completion, students should be able to design a network to meet specified business and technical requirements.

NET 126 Routing Basics	1	4	0	3
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Prerequisites: NET 125

Corequisites: None

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

NOS 110 Operating System Concepts	2	3	0	3
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Prerequisites: CIS 110

Corequisites: None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
NOS 130 Windows Single User	2	2	0	3

Prerequisites: NOS 110

Corequisites: None

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS 230 Windows Administration I	2	2	0	3
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Prerequisites: NOS 130

Corequisites: None

This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment. *This course is also available through the Virtual Learning Community (VLC).*

NUR 101 Practical Nursing I	7	6	6	11
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Prerequisites: Admission into the PN program

Corequisites: ACA 111, BIO 106, CIS 113, NUR 117

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the lifespan.

NUR 102 Practical Nursing II	8	0	12	12
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Prerequisites: NUR 101, NUR 117

Corequisites: ENG 101 or 102, PSY 110

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the lifespan.

	Class	Lab	Shop/Cli	Credit
NUR 103 Practical Nursing III	6	0	12	10

Prerequisites: NUR 102

Corequisites: None

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the lifespan.

NUR 111 Introduction to Health Concepts	4	6	6	8
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Prerequisites: Admission into the ADN program

Corequisites: None

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113 Family Health Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

	Class	Lab	Shop/Cli	Credit
NUR 114 Holistic Health Concepts	3	0	6	5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 211 Health Care Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 Health System Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 Complex Health Concepts	4	3	15	10
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Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212

Corequisites: None

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

	Class	Lab	Shop/Cli	Credit
NUR 214 Nursing Transition Concepts	3	0	3	4

Prerequisites: Admission into the Transition program

Corequisites: None

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidence- based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

OST 131 Keyboarding	1	2	0	2
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Prerequisites: None

Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 134 Text Entry & Formatting	2	2	0	3
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Prerequisites: OST 131

Corequisites: None

This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. *This course is also available through the Virtual Learning Community (VLC).*

OST 136 Word Processing	2	2	0	3
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Prerequisites: OST 131, ENG 095, ENG 095A

Corequisites: None

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
OST 137 Office Software Applications	2	2	0	3

Prerequisites: ENG 095, ENG 095A, OST 131

Corequisites: None

This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students should be able to use software in a business environment. *This course is also available through the Virtual Learning Community (VLC).*

OST 148 Med. Coding Billing & Insur.	3	0	0	3
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Prerequisites: ENG 095, ENG 095A, MED 121

Corequisites: None

This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. *This course is also available through the Virtual Learning Community (VLC).*

OST 149 Medical Legal Issues	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. *This course is also available through the Virtual Learning Community (VLC).*

OST 164 Text Editing Applications	3	0	0	3
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Prerequisites: ENG 095, ENG 095A, OST 131

Corequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. *This course is also available through the Virtual Learning Community (VLC).*

	Class	Lab	Shop/Cli	Credit
OST 184 Records Management	2	2	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
OST 223 Administrative Office Trans. I	2	2	0	3
Prerequisites: OST 164; and OST 134 or OST 136				
Corequisites: None				
This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.				
OST 224 Administrative Office Trans. II	1	2	0	2
Prerequisites: OST 223				
Corequisites: None				
This course provides instruction and practice in advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents.				
OST 233 Office Publications Design	2	2	0	3
Prerequisites: OST 136				
Corequisites: None				
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.				
OST 241 Medical Office Transcription I	1	2	0	2
Prerequisites: MED 121 or OST 141, OST 131				
Corequisites: None				
This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties.				

	Class	Lab	Shop/Cli	Credit
OST 242 Medical Office Transcription II	1	2	0	2
Prerequisites: OST 241				
Corequisites: None				
This course continues building transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription and text editing, efficient use of reference materials, increasing transcription speed and accuracy, and improving understanding of medical terminology. Upon completion, students should be able to display competency in accurately transcribing medical documents.				
OST 243 Medical Office Simulation	2	2	0	3
Prerequisites: OST 131, OST 148				
Corequisites: None				
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.				
OST 284 Emerging Technologies	1	2	0	2
Prerequisites: None				
Corequisites: None				
This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.				
OST 286 Professional Development	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.				

	Class	Lab	Shop/Cli	Credit
OST 289 Administrative Office Manag.	2	2	0	3

Prerequisites: Either OST 134 or OST 136, and OST 137, OST 164

Corequisites: None

This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment. *This course is also available through the Virtual Learning Community (VLC).*

PBT 100 Phlebotomy Technology	5	2	0	6
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Prerequisites: GED or HS Diploma, and score above 37 on reading placement test

Corequisites: PBT 101

This course provides instruction in the skills needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Upon completion, students should be able to demonstrate competence in the theoretical comprehension of phlebotomy techniques. *This is a certificate-level course.*

PBT 101 Phlebotomy Practicum	0	0	9	3
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Prerequisites: GED or HS Diploma, and score above 37 on reading placement test

Corequisites: PBT 100

This course provides supervised experience in the performance of venipuncture and microcollection techniques in a clinical facility. Emphasis is placed on patient interaction and application of universal precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings. *This is a certificate-level course.*

PCI 264 Process Control with PLCs	3	3	0	4
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Prerequisites: ELC 128

Corequisites: None

This course introduces automatic process control implemented with PLC technology. Topics include interfacing and controlling advanced control loops and devices using various PLC-based systems. Upon completion, students should be able to demonstrate an understanding of advanced applications of process control and instrumentation systems with PLC-based devices.

	Class	Lab	Shop/Cli	Credit
PED 110 Fit and Well for Life	1	2	0	2

Prerequisites: None

Corequisites: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 111 Physical Fitness I	0	3	0	1
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Prerequisites: None

Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 113 Aerobics I	0	3	0	1
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Prerequisites: None

Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 117 Weight Training I	0	3	0	1
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Prerequisites: None

Corequisites: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

	Class	Lab	Shop/Cli	Credit
PED 121 Walk, Jog, Run	0	3	0	1
Prerequisites: None				
Corequisites: None				
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.				
PED 130 Tennis-Beginning	0	2	0	1
Prerequisites: None				
Corequisites: None				
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.				
PED 143 Volleyball-Beginning	0	2	0	1
Prerequisites: None				
Corequisites: None				
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.				
POL 120 American Government	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).</i>				

	Class	Lab	Shop/Cli	Credit
PSY 118 Interpersonal Psychology	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

PSY 241 Developmental Psychology	3	0	0	3
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Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

PSY 275 Health Psychology	3	0	0	3
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Prerequisites: PSY 150

Corequisites: None

This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, lifestyle choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

	Class	Lab	Shop/Cli	Credit
PSY 281 Abnormal Psychology	3	0	0	3

Prerequisites: PSY 150

Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

REL 110 World Religions	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: ENG 111 (or prior credit)

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

REL 211 Introduction to Old Testament	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: ENG 111 (or prior credit)

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

	Class	Lab	Shop/Cli	Credit
REL 212 Introduction to New Testament	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: ENG 111 (or prior credit)				
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>				
SAB 110 Substance Abuse Overview	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.				
SEC 110 Security Concepts	3	0	0	3
Prerequisites: NET 125				
Corequisites: None				
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
SOC 210 Introduction to Sociology	3	0	0	3
Prerequisites: ENG 095, ENG 095A				
Corequisites: None				
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).				

	Class	Lab	Shop/Cli	Credit
SOC 213 Sociology of the Family	3	0	0	3

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

SOC 220 Social Problems	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

SOC 240 Social Psychology	3	0	0	3
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Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

	Class	Lab	Shop/Cli	Credit
SPA 111 Elementary Spanish I	3	0	0	3

Prerequisites: ENG 095, ENG 095A

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

SPA 112 Elementary Spanish II	3	0	0	3
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Prerequisites: SPA 111

Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SWK 110 Introduction to Social Work	3	0	0	3
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Prerequisites: None

Corequisites: None

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

SWK 113 Working with Diversity	3	0	0	3
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Prerequisites: None

Corequisites: None

This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

	Class	Lab	Shop/Cli	Credit
WEB 110 Internet/Web Fundamentals	2	2	0	3
Prerequisites: MAT 070, ENG 095, ENG 095A				
Corequisites: None				
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
WEB 120 Intro. to Internet Multimedia	2	2	0	3
Prerequisites: None				
Corequisites: None				
This is the first of two courses covering the creation of internet multimedia. Topics include internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create internet multimedia presentations utilizing a variety of methods and applications.				
WEB 140 Web Development Tools	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets. <i>This course is also available through the Virtual Learning Community (VLC).</i>				
WLD 110 Cutting Processes	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.				
WLD 112 Basic Welding Processes	1	3	0	2
Prerequisites: None				
Corequisites: None				
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.				

	Class	Lab	Shop/Cli	Credit
WLD 115 SMAW (Stick) Plate	2	9	0	5
Prerequisites: None				
Corequisites: None				
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.				
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
Prerequisites: WLD 115				
Corequisites: None				
This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.				
WLD 121 GMAW (MIG) FCAW/Plate	2	6	0	4
Prerequisites: None				
Corequisites: None				
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.				
WLD 131 GTAW (TIG) Plate	2	6	0	4
Prerequisites: None				
Corequisites: None				
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.				
WLD 141 Symbols & Specifications	2	2	0	3
Prerequisites: None				
Corequisites: None				
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpretsymbols and specifications commonly used in welding.				

	Class	Lab	Shop/Cli	Credit
WLD 151 Fabrication I	2	6	0	4

Prerequisites: WLD 121, WLD 131

Corequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

WLD 261 Certification Practices	1	3	0	2
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Prerequisites: WLD 115, WLD 121, and WLD 131

Corequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

Common Course Library (in part) as presented on the North Carolina Community College website

http://www.ncccs.cc.nc.us/Programs/common_course_library.htm information updated on: 1) July 13, 2006, 2) April 5, 2007 3) April 27, 2007 4) May 8, 2007, 5) June 12, 2008

NOTE: This document also reflects the Local Pre & Co-requisites for Halifax Community College.



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<i>A.A.S., Nash Community College</i>	
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<i>B.S., Fayetteville State University</i>	
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<i>M.S.Ed., Old Dominion University</i>	
<i>B.A., University of North Carolina at Chapel Hill</i>	
<i>A.A., St. Mary's Junior College</i>	
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<i>B.A.S., Chowan University</i>	
<i>A.A., Halifax Community College</i>	
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<i>HS Diploma</i>	
Ronald Byrd	Custodian
<i>HS Diploma</i>	
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<i>B.A., Western Carolina University</i>	

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<i>A.A.S., Halifax Community College</i>	
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<i>A.A.S., Halifax Community College</i>	
Vicki Collier	Director, Child Care Center
<i>A.A.S., Roanoke Chowan Community College</i>	
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<i>A.A.S., Halifax Community College</i>	Vice President of Administrative Services
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<i>B.G.S., James Madison University</i>	
Darlene Cox	Loan Specialist
<i>A.A.S., Halifax Community College</i>	
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<i>M.B.A., Campbell University</i>	
<i>B.A., North Carolina Wesleyan College</i>	
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<i>Masonry Journeyman (Credential)</i>	
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<i>A.A.S., Halifax Community College</i>	
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<i>M.A.Ed. and B.S., Western Carolina University</i>	Facility Manager

E. Marie Daniel-Sivels	Accountant
<i>B.S., North Carolina Wesleyan College</i>	
<i>A.S., Franklin University</i>	
Kent Dickerson	Electrical Wiring Instructor,
<i>Certificate, Wilson Community College</i>	Continuing Education
Rhonda Dunlow	Lead Instructor, Child Care Center
<i>A.A.S., Halifax Community College</i>	
Michael Earl	Department Head/Instructor
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<i>B.S., North Carolina A&T State University</i>	
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<i>B.S., University of Phoenix</i>	
Kimberly Edwards	Graphic Artist/Printer
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<i>M.A. Ed., Cambridge College</i>	Student Support Services
<i>B.A., Cambridge College</i>	
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<i>Certificate, Carolina Beauty Systems</i>	
<i>Diploma, Sir Walter's Beauty Academy</i>	
Wylene Faulcon-Goins	Food Service Technology Instructor
<i>Certificate, Wake Technical Community College</i>	
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<i>M.S., University of Phoenix</i>	Basic Law Enforcement Training
<i>B.S., University of Maryland</i>	
<i>A.A., Louisburg Junior College</i>	
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<i>B.A., North Carolina State University</i>	
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<i>Licensed Cosmetology, NC State Board Of Cosmetic Art</i>	Cosmetology

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B.S., South Dakota State University
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A.A.S., Halifax Community College & Enrollment Management
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- Sandra Hammack Administrative Assistant,
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<i>B.A., Shaw University</i>	
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<i>NC Plumbing Contractor License –P1 (Credential)</i>	Continuing Education
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<i>Certified Welding Inspector and Educator (CWI/CWE),</i>	
<i>American Welding Society (AWS)</i>	
Caroline Harris	Help Desk/Webmaster
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<i>A.A.S., Halifax Community College</i>	
Kelly Warf Harvey	Chair, School of Nursing and Allied Health
<i>M.S.N. and B.S.N., Old Dominion University</i>	Department Head/Instructor, Nursing
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Barbara Bradley-Hasty	Dean of Student Services
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<i>A.A.S. and Diploma, Halifax Community College</i>	
Hilda Hawkins	Executive Assistant to the President
<i>B.S., Mount Olive College</i>	
Phyllis S. Hayes	Instructor, Nursing
<i>B.S.N., East Carolina University</i>	
<i>B.S., Meredith College</i>	
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